



Forty Hill CE School

Positive Behaviour Policy

At Forty Hill CE School, we believe passionately that every member of the school community is of equal importance in the eyes of God. Our school's positive Christian Vision and Values, which are agreed by pupils, staff, parents and governors, allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Our Vision

that our safe and welcoming Christian community gives every child every opportunity to be **fulfilled, healthy and successful.**



Our Values

to develop **confidence**,
respect and **determination**,
create **friendships**,
learn **forgiveness**,
and share in **celebration**



Fulfilled Healthy Successful

Rationale

At Forty Hill CE School, we believe that the establishment of a good learning environment both within and outside the classroom is key to effective teaching and learning. Effective teaching and learning is dependent on positive relationships established at school and classroom level through interactions between staff and pupils and between pupils themselves. We believe that it is crucial for parents to embrace the values of the school and also to model appropriate behaviours.

Aims

- To create an atmosphere of mutual respect, trust and responsibility
- To build self-esteem and positive attitudes in order to ensure that all pupils feel of equal value
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting expectations of behaviour within the school
- To ensure that all members of the school community recognise that there will be consequences for inappropriate behaviour and that these are consistently and fairly implemented
- To promote firm action against bullying of any kind
- To develop pupils' awareness of Christian and British values to give children the vocabulary to discuss behaviours in these terms

Managing Positive Behaviour

We believe that good behaviour should be automatic and is the responsibility of the individual. Positive behaviour should be demonstrated by all those associated with the school.

We accept that, at times, individuals will deviate from expected standards of behaviour. This normally falls into three areas:

- 1) High spirits resulting in a lack of judgment or consideration for others - this can usually be dealt with swiftly by a calm conversation or look

- 2) Break down in the relationship between pupils resulting in a negative response from one or both pupils – this usually requires a more considered conversation and may result in a time out to give pupils an opportunity to reflect
- 3) Failure to demonstrate the school values resulting in a lack of respect for others, disruption and in the worst cases, bullying – this is the most serious breach of the Positive Behaviour Policy. Incidences will be dealt with on an individual basis to allow an appropriate response to the situation. Parents will be informed of the incident and the outcome. The school reserves the right to exclude pupils (internally, for a fixed term or permanently) who persistently defy the policy in this manner or, in the case of a parent, to ban them from the school site

Responsibilities

- The School: The Governors have a responsibility for setting the ethos of the school and the Senior Leadership Team have overall responsibility for supporting staff in achieving positive behaviour. The school staff, both teaching and non-teaching, share a responsibility for consistently implementing expectations of positive behaviour
- Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the whole school
- Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour and they model appropriate behaviour in their dealings with the school

Rights

- The School: The Governors have the right to visit the school and observe positive behaviour in practice. The Senior Leadership Team has the right to expect that all staff will model appropriate behaviour. The school staff, both teaching and non-teaching, have the right to work in an environment where respect is mutual
- Pupils: Pupils have the right to be safe and to be heard
- Parents: Parents have the right to expect their children to be safe. They should expect concerns to be heard and addressed where appropriate.

Our Positive Behaviour Ethos

Children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes. **Consistency** and **persistence** is the key to success.

At Forty Hill:

- We establish class rules with our children at the beginning of each year to facilitate discussion of behaviour throughout the year
- We remain open and honest with children and follow through with decisions made
- Before taking any action, we communicate - clearly and effectively - our intentions to the pupil
- We aim to act rather than react
- We impose appropriate, fair and effective sanctions that are relevant to the misdemeanor, the child, the school and the class
- We strive to let our voices and body language make it clear to the pupil what we expect them to do
- We strive to be a “no shouting school”
- We seek advice and support to prevent a situation from escalating
- Reprimands and sanctions should focus on the behaviour not on the pupil’s personal qualities

And so...

- We set clear, consistent and simple limits in a positive way, rather than in a negative way
- We provide simple explanations for these limits
- We focus on the behaviour, not the child
- We provide choices to the child when appropriate
- We recognise, praise and reinforce appropriate behaviour

- We state expectations clearly
- We allow time for children to respond to expectations
- We encourage the child to seek help and ensure that they always know who is available to help them (*e.g. buddies, duty staff, class teacher, senior staff, Vicar*)

Working with Parents

We recognise that parents have a considerable influence upon their child's behaviour and play a vital role in ensuring their child is able to have a successful and positive day at school. We know that establishing an effective working partnership will positively affect standards of behaviour and achievement.

At Forty Hill:

- All members of the school community are expected to respect each other
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

We are also aware that parents may often hear short snippets of the school day and these can sometimes only focus on the negative. We strive to communicate with parents as best we can, and strive to develop parental trust in the school system in order to proactively and positively resolve any breach of the Positive Behaviour Policy.

Positive Behaviour Strategies

The following is a guide to some of the positive behaviour strategies the school staff and pupils can employ to reward, recognise and encourage positive behaviour. Awards cover all aspects of school life so it is possible for all children to achieve a school award:

- Awarding values, achievement and star of the week certificates, table/group points, house points, Values awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out of school
- Recognition of good behaviour through our 'Reach for the Stars' class based system
- Use of PSHE, 'Circle Time' and Philosophy for Children (P4C) to discuss aspects of personal and social development including positive and negative behaviour
- Religious Education lessons to discuss Christian Values, the teachings of Christ and tolerance and respect of others' beliefs or non-belief
- Discussing whole school behaviour issues at School Council meetings
- Consistent use of positive praise by all staff as a sincere and prompt response to positive behaviour or achievement
- Giving positive feedback to individuals about their work/behaviour and commending behaviour to the whole class
- Showing work to others, including older children, other teachers and the headteacher
- Use of Playground Buddies / Play Leaders to deal with disputes during games within the playground
- Whole school Collective Acts of Worship and assemblies on the School and British Values, the teachings of Christ and moral and social issues
- Setting of personal and class targets for improving work and/or behaviour
- Availability of the staffed nurture room at lunchtimes where children can withdraw if they find the playground overwhelming

Poor Behaviour Choices

Whilst we strive for positive behaviour choices at all times, there will inevitably be times when the wrong choices are made. In class, this might be minor activity which can have a disruptive effect, for example: wandering about, calling out, interrupting other pupils, "fidgeting" with equipment or deliberate non co-operation. Outside the

classroom, this behaviour may include: pushing when lining up, ignoring or walking away from staff, time-wasting, refusing to listen to staff or rudeness.

We believe that poor behaviour choices can be addressed by all staff members using positive reinforcement. However, there are times when appropriate sanctions are required to address these choices. Sanctions for poor behaviour choices agreed by the whole school staff include:

- A quiet conversation to remind pupil of class code of conduct, behaviour policy and/or school values
- A calm verbal warning and reinforcement of correct course of action by member of staff
- Change in seating arrangements within the classroom
- Missing of some of break-time to reflect on poor choice
- A quick conversation with parent(s) to work together to reinforce positive behaviour strategies

Breaches of the Positive Behaviour Policy

Unfortunately, there may be times when breaches of the Positive Behaviour Policy occur that require greater attention and the need for sanctions. Examples of breaches of the Positive Behaviour Policy (this is not an exhaustive list) include:

- Bullying, severe intimidation and tormenting
- Deliberate use of obscene or improper language, including discriminatory or derogatory language, intended to hurt feelings or offend
- Racial, social, cultural, disability or religious abuse/behaviour
- Stealing
- Rudeness/non co-operation with adults where positive praise and reinforcement from the member of staff has been exhausted
- Fighting with or hurting others including any form of hitting
- Leaving school without permission
- Verbal abuse to another pupil or adult
- Dangerous refusal to follow instructions
- Sexual harassment or abuse

Sanctions for breaches of the Positive Behaviour Policy agreed by the whole school staff may include:

- Writing a letter of apology
- Time out for reflection in another classroom (*this would never affect the learning of that class*)
- Pupil discussion with the Head, Deputy or Senior Member of Staff
- Missing some of break-time or lunch time to reflect on poor choice
- Discussion with parents about unacceptable behaviour
- Meeting requested with parents and pupil to discuss behaviour
- Individual Targeted Behaviour programme and/or report card
- Advice sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist, Community Police

When a child has been upset or hurt by another child, we will always try to find the time to find out what happened and why it happened. Following a discussion with all children involved, a member of staff will use the Positive Behaviour Policy to support their judgement about further action including reflection time, an apology or other sanctions outlined above.

Reach for the Stars

The whole school follows our own "Reach for the Stars" class based behaviour system. The system is based on five stages of positive and poor behaviour choices:

1. **Starting on a Positive** – all children start in the middle of our chart. This is because every day is a new day and we expect all children to be meeting our agreed expectations. This is represented by the **sun**.
2. **Moving Up** – Children who consistently do the right thing and show positive behaviour choices move up the chart. This is represented by a **rainbow**.

3. **Reaching the Stars** – Children who go ‘above and beyond’ the positive expectations of the school, move up to the highest position on the chart. This is represented by a **star**. At the end of the week, those who are still on the star, will receive a special reward (often presented at the end of the half term).
4. **Moving Down** – If a child makes poor behaviour choices, they will move down the behaviour chart. This is represented by a **cloud**. Children will have a short time to reflect on their behaviour. All children will have the opportunity to move back up the chart if they show positive behaviour.
5. **Further Poor Behaviour** - Children who consistently make poor behaviour choices or breach the behaviour policy, will move to the bottom of the behaviour chart. This is represented by a **lightning bolt**. Children will have a longer period of reflection with a member of senior management to reflect on their behaviour. Again, children will have the opportunity to move back up the chart if they show positive behaviour. Parents will be informed of this behaviour.

Persistent and Serious Breaches of the Positive Behaviour Policy

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent or serious problem. We will contact parents if we are concerned about persisting behaviour difficulties. If a pupil continually breaches the Positive Behaviour Policy, persists in unacceptable behaviour or demonstrates a serious breach of the policy, the parents will be contacted and the child may be internally or externally excluded for a fixed period or excluded permanently at the discretion of the headteacher and in compliance with the legal requirements at the time. The headteacher reserves the right to use consequences as he sees fit, without following the order as stated above, depending on the severity of the behaviour.

It should be noted that poor behaviour choices, or breaches of the positive behaviour policy, that occur outside of the school - but have an impact within the school - will be treated in the same manner as those referred to above.

Pupils with SEND

As an inclusive school, we recognise that behaviour can be different for all pupils. For pupils with Special Educational Needs, discussion with the Headteacher and/or SENDCo will determine the outcome of behaviour choices or breaches of our policy. All children are dealt with on an individual basis. An individual behaviour plan may need to be created to support the child and their choices.

Incident logs

A variety of different logs are kept at Forty Hill. There are logs to record the following:

- Any incident involving a child or anyone employed at the school, which results in personal injury
- Aspects of bullying (including cyber-bullying) or racism
- Any incident which results in a decision to make a phone call or email home to the parents (this could be hurting, fighting, swearing, vandalism, over-aggression etc). This will not include every incident on the Reach for the Stars behaviour chart.
- Any complaints/ concerns about a child’s behaviour from own/other parents.
- Any contact about pupils from outside agencies

These logs will be recorded by a member of Senior Management and are all dated, indicate people involved, relevant information and action taken. The logs are held on our online Management Information System and reported to Governors termly and Ofsted in the event of an inspection. These records are confidential and can only be viewed by the parents of the child or outside agencies where appropriate.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil or member of staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/herself or damage property, staff may use acceptable level of restraint. Please see our Positive Handling Policy for further information.

Other Reference Documents

Anti-Bullying Policy
Child Protection and Safeguarding Policy
Department for Education School Exclusion Guidance
Educational Visits Policy
Equalities and Diversity Policy
Online Safety Policy
Parent Code of Conduct
Positive Handling Policy
SEND Information Report and SEND Policy

Monitor and Review of Policy

This policy will be reviewed regularly to reflect changing cohorts and the change in school values.

This policy was written in consultation with all staff at Forty Hill CE School, and agreed by Parent Representatives and Governors, before ratification.

Accepted by the Governing Body: October 2017

Review Date: October 2019