

Temple Ewell
Church of England
Primary School



Positive Behaviour
Policy

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Our Christian Vision and Values

In our school family, everyone is given the opportunity to flourish in God's love; to grow with dignity, hope and kindness.

We accept, value and celebrate our achievements.

We are inspired to be the very best that God trusts us to be and to treasure all that He created.

Faith in God, ourselves and each another

Good Samaritan (Luke 10 v 25-37)

Forgiveness: The Prodigal Son. Luke 15: 11-32

Acceptance: The Woman at the Well. John 4: 3-42

Inspiration: David and Goliath. 1 Samuel 17

Trust: Jesus Calms the Storm. Matthew 8: 23-26

Hope: Noah's Ark: Genesis 5:32 – 10:1

At Temple Ewell Church of England Primary School we believe that every individual has the right to learn in a happy, safe and secure environment as identified in our Christian vision and values.

Aims

This policy exists to provide a framework for supporting the aims of Temple Ewell Church of England Primary School in ensuring every individual flourishes within our community. It will do this through;

- Encouraging a calm and purposeful atmosphere within the school.
- Helping our children develop into caring and thoughtful individuals who accept, respect and value the feelings, opinions, beliefs and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Help create a positive, stimulating learning environment with clear expectations where positive attitudes and behaviour are encouraged and rewarded.
- Allow all children equal opportunities to learn.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- Fostering and promoting good relationships, working as a team and supporting and encouraging each other.

Rules

The school follows these 'Golden Rules'. These are displayed throughout the school.

- We are gentle
- We are kind and helpful
- We listen
- We are honest

- We work hard
- We look after property

Rewards

These may include:

- ‘Star of the day or week’
- Golden time
- Raffle tickets will generally be awarded to for positive citizenship around the school
- Special mention in Collective Worship as appropriate
- Special mention in the Gold Book (Friday celebratory worship)
- House Points (towards individual prizes and weekly presentation of the House Point trophy)
- Stickers

The Restorative Approach

Positive behaviour choices can be fostered and negative behaviour pre-empted through focused development of a sense of community.

The school uses the ‘Restorative Approach’ for dealing with incidents in the school day. Check out and check in class discussions enable us to gauge children’s emotional well-being and behavioural mind set.

Children who present as ‘vulnerable’ are supported by their peers collaboratively or 1-1 by class staff.

Where incidents do occur, children are involved in ‘conferencing’ – discussing the events and reflecting on their choices. The focus is to restore ‘balance’ and approach each behavioural incident as a learning opportunity and a chance to reflect, particularly in relation to our Christian vision and values.

Emotional well-being

In line with our policy for Mental Health and Emotional Well Being, at Temple Ewell Church of England Primary School we endeavour to encourage the growth of the whole child. We look beyond today and aim to prepare our children for the opportunities and challenges of the future.

Through our universal, group and personalised provision we aim to equip our children with a bank of skills to support their emotional wellbeing. We identify behaviour as communication and take a responsive approach when children are communicating a difficulty.

For children who need additional support with self-regulation we utilise a range of strategies which can include but are not limited to :

- Sensory circuits – a drill of physical activities that are used to support children with their focus and their ability to manage distractions
- The incredible 5 point scale – a personalised approach to supported self-regulation

- Access to Nurture provision in our ‘Conkers’ class. Pupils are assessed using the Boxall Profile and provision is mapped against individual need.
- 1-1 SBT sessions
- Key staff/pupil coaching
- Structured Conversation sessions with parents to build the supportive partnership

Children will be reminded of techniques for self-regulation as appropriate.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, Temple Ewell Church of England Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Golden Rules, be in line with our Christian vision and values and ensure a safe learning environment.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child chooses to break a Golden Rule the following sanctions will be used (in this order);

1. A reminder about the rule being broken
2. An appropriate warning
3. A short time away from the group or task to reflect on behaviour
4. Minutes off a break or lunch time to reflect on behaviour

Should the behaviour be an ongoing problem an individual behaviour plan will be put in place with specific targets to achieve. This will be shared with the child and parents.

Should the behaviour be unprovoked or aggressive then seclusion may be used. This will be time out with the Headteacher for a set period of time with work set by the class teacher.

Severe Clause

In cases of severe behaviour, such as a physical assault, the incident is referred directly to the Headteacher or Senior Leader.

Guidance on use of whole class sanctions

Staff should always investigate a behaviour incident fully to try and identify what happened and who was involved. In these cases, when appropriate, sanctions will be given to the children involved.

On rare occasions there might be a case for using a whole class sanction, for example; when the majority of the class is ignoring instructions such as tidying up. This sanction is then being used to encourage collective responsibility. The sanction should be short, for example missing part of a playtime, and should not be used repeatedly.

Liaison with parents

Parents will be kept informed about their child's behaviour as appropriate. If it appears that this has to be monitored on a regular basis a 'home/school contact book' may be started and such discussion will detail procedure according to the individual.

A period of 'Fixed Exclusion' may prove necessary if all measures have been undertaken with little signs of improvement. Should this be the case, parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of this meeting will be to discuss strategies to ensure that the negative behaviour is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Outside Agencies

There could be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion Manager and Headteacher, or as a result of discussion at a LIFT meeting. Any outside agency will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include: Educational Psychologist, Occupational Therapist, Clinical Psychologist, Speech Therapist, School Nurse, Social Services, Counselling Services and Specialist Teaching Service.

Statement for parents

In our school, the wellbeing of our children is paramount. To this end, staff role model appropriate and acceptable behaviour at all times. Should a child be in distress, staff will act 'in loco parentis' as appropriate to comfort the child and inform parents as necessary.

In respect to safeguarding children, there may be occasions, where for health and safety reasons, it is necessary to physically restrain a child.

Key members of staff are trained in positive handling and de-escalation techniques.

Monitoring

The Headteacher will continually monitor the behaviour throughout the school and in consultation with the staff, review this policy annually.

Links to other policies

This policy is integral to all school policies. It has key links with policies such as:

Safeguarding

SEND

Anti-bullying

Online safety

Mental Health and wellbeing

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