



# POSITIVE BEHAVIOUR POLICY

Revised March 2022

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## Vision

At All Saints our vision is to ensure that all our children are supported to develop kindness, self-belief and resilience. Our positive behaviour policy is central to this vision, and is underpinned by our shared Christian values: Love, Forgiveness, Faith, Courage, Honesty and Respect.

The ethos of the school as a whole is an integral part of establishing and maintaining high standards of behaviour. High expectations upheld in a sympathetic atmosphere must be central to that ethos.

At All Saints, we recognise that all children are individuals and have different needs. They need support as they grow socially, physically, emotionally and intellectually. We value good behaviour and promote this by providing a positive working environment which we believe enhances a child's self-image. We ensure equal opportunities for pupils, fostering personal and social development and responsibility.

## Principles

All staff support the development of personal qualities and attitudes among pupils and subscribe to the following principles:

- To encourage pupils to co-operate with one another, with staff and with other members of the school community.
- To develop in pupils an ability to exercise self-discipline and an acceptance of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.
- To encourage a positive learning environment in which effective learning can take place.
- To provide an environment which fosters children's independent decision making.
- To provide positive feedback about a child's successful experiences, and allow children to experience a sense of satisfaction about their achievements by rewarding improvements.
- To encourage consistency and a feeling of common purpose among staff.
- To minimise or ideally prevent the occurrence of confrontations in school.

## Expectations of behaviour

Our focus should be consistently positive, providing encouragement and incentives for children to behave in a responsible manner, showing consideration and respect

for people and property at all times. However, unacceptable behaviour must be quickly identified, challenged and controlled, including (but not restricted to):

- behaviour that would harm themselves or others,
- behaviour which hinders their own or others' development,
- disrupting other children,
- aggression,
- defiance of adults,
- destructiveness,
- obscene language.

## **Rewards**

We actively seek to identify and reward good behaviour. Rewards take many forms in our school, including:

- a quiet word of praise,
- comment in work book,
- stars, stickers, 'smiley faces',
- team points and/or 'dojos',
- privileges as motivation (e.g. first in line, choosing a story),
- comment or text to parents,
- class merits, leading to an earned communal prize,
- a visit to another member of staff
- a visit to the headteacher and inclusion in the 'Gold Book',
- public praise in class or assembly, special achievement award for regular good work or behaviour.

## **Warning systems**

If behaviour is falling below the standard expected, it is important that this is made clear, and the individual has an opportunity to make amends. For classes from Year 1 upwards, the 'traffic lights' provide an important visual reminder that, when a child's name has been moved to amber, a clear warning has been given that behaviour is unacceptable, and should it continue the child will be moved to red, incurring a sanction. It is important that children understand that, if they improve their behaviour, their names can be returned to green. On rare occasions staff may disapply pupils with special needs from inclusion on the 'traffic lights' in class, but otherwise it is important that the system is applied consistently and fairly. Serious misbehaviours, such as violence (see below), will cause names to be moved directly to red, incurring an immediate sanction.

## **Sanctions**

Sanctions need to be seen to be applied fairly. Possible sanctions include:

- immediate checking of misbehaviour – a look or a quiet word,
- discussion with child,
- appropriate involvement of another member of staff,

- repeating unsatisfactory work,
- loss of privileges e.g. missing playtime, choosing time,
- referral to the head teacher,
- informing parents,
- short term withdrawal from class or isolation within the class.

In extreme cases, following extended behavioural support, short or long term exclusion may be required.

It is essential that the child understands fully that it is his/her behaviour that is unacceptable and that he/she is still valued as a person. The reason for the sanctions must be made clear to the child, who will receive guidance and support in modifying his/her behaviour, from classroom staff and remedial support from the school's Learning Mentor.

### Unacceptable behaviour

Serious misbehaviours, including bullying, are unacceptable in our school, and will receive immediate sanction. Such behaviours include:

Emotional	persistent teasing, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, swearing
Cyber bullying	misuse of social media, including WhatsApp, TikTok, Twitter, Facebook etc. mobile threats by text messaging and calls misuse of associated technology, e.g. camera and video facilities, iPad, games consoles etc.

Where school is informed of serious misbehaviour outside of school, pupils may still be disciplined if the pupil is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

## **Care and support**

Our care of the children at All Saints School is characterised by kindness, respect and understanding of their needs. We encourage children to talk about their feelings and how their behaviour affects themselves and others.

Our school ethos must enable all children to feel accepted. Each child needs to feel confident that someone in school is genuinely interested in his/her well-being, progress and future. When the self-esteem of each child is nurtured, good behaviour can be consistently maintained by all.

Other related school policies: **Anti-bullying Policy**

**Care and Control**

**Online Safety Policy**

**Safeguarding and Child Protection Policy**