

POSITIVE BEHAVIOUR POLICY

This is the title of a document detailing the St Wystan's School policy on behaviour and discipline. (This incorporates some of the aspects of the Early Years Positive Behaviour Policy). It outlines general objectives which promote good behaviour and a school system which is used across all the year groups; it also includes seven basic school rules for children to remember. There are also particular details of expected behaviour in the playground. The plan details a sequence of measures, for all staff and lunch time supervisors, intended to reward and praise good behaviour and the steps to be taken when children's behaviour falls below expected levels. The school does not use any form of corporal punishment.

At St Wystan's School and Nursery we reinforce the advice stated in the Fundamental British Values statement. We enforce and promote the following:

'We actively promote Fundamental British Values and challenge opinions or behaviours when in school that are contrary to those values. We attempt to promote systems that undermine Fundamental British Values and uphold our duty to provide SMSC. As stated in the 'Teachers' Standards' staff are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining Fundamental British Values.'

St Wystan's School Positive Behaviour Plan

We want our school to be a happy and secure environment where we can all work and learn together in harmony.

We want to:

- Foster an atmosphere of mutual respect
- Be able to trust and rely on the children
- Encourage them to care for others
- Know that they will listen and respond to adults
- Have children who work effectively and sensibly.

In order to promote good behaviour we have listed seven general school rules which will provide a guide for everyone, children and adults, in the school.

Our School Rules

We expect children to:

1. Listen and follow instructions first time
2. Do their best and take pride in their work
3. Take care of each other and our school
4. Be polite, honest and kind
5. Keep hands and feet to themselves
6. Walk quietly and sensibly around school
7. Use a quiet voice and not shout.

These rules are enforced across the school using our '*Steps to OUTSTANDING*' system. Each day, every child begins on 'ready to learn' and by following the rules above they can work their way up to 'Good work', then 'Role Model' followed finally to 'OUTSTANDING!' each stage of this system can earn the child a reward (see rewards section).

A copy of these rules and '*Steps to OUTSTANDING*' system is displayed in the hall and in each classroom. In addition to the general rules, there are specific playground rules and the teachers have their own classroom rules which are discussed with the children at the beginning of every year.

Alongside these clear guidelines for expected behaviour there is a focus on praise and rewards for appropriate actions. Staff should also make it clear what the consequences of inappropriate behaviour are. If children choose not to follow the rules, then the discipline procedure will be implemented.

Rewards and praise are the fundamental part of the behaviour plan. Staff will look for opportunities to praise good behaviour in every child every day. They will seek to praise other children for behaving appropriately before giving a warning to a child misbehaving.

When a child misbehaves, staff will endeavour to be consistent in their response and ensure that the child knows what he/she has done wrong. This includes staff involved in 'out of school' care where the same rules apply and, along with them, the same rewards and sanctions.

Rewards (Lower and Upper School)

Smile

Verbal praise (e.g. in class, house meeting, assembly), Ways to Praise, stickers

Plus points, House Tokens, Praise Pads

Message (oral or written) to parents, note in Homework or Reading Diary

Mention in school newsletter

Privileges

Golden Goals

Golden Book

Further notes

Plus points can be gained for a variety of reasons including good work, effort or behaviour and success in representing the school. The four House totals are read out in the Celebration Assembly on Friday and badges for the week are presented to the Upper and Lower school pupil in each House with the week's highest total. To give an idea of scale, the best pupils will generally exceed 100 pluses in a term. These plus point scores will go onto end of term reports.

House Tokens are given on a spontaneous basis by any member of staff. These are for the House total rather than any personal total. They are placed in the box in the Entrance Hall and added to the House total every week. They are mostly for acts of kindness and thoughtful around school.

Special Mentions are awarded each week for pupils whose actions deserve bringing to the knowledge of the school. This could be for academic as well as pastoral achievement. The pupils are awarded a certificate in Friday assembly and their name goes onto the school newsletter.

The Golden Table is awarded on Friday lunchtime for the pupils that have shown an improvement or consistency in table manners during that week. They are rewarded with special privileges and place settings.

Golden Goals are awarded to all pupils. A golden Goal is linked to a personal target set by a teacher, in consultation with the pupil, and can be non-academic. Pupils will strive to achieve their target in order to get a Golden goal. New targets can be set on achievement.

The Golden Book is seen as the highest honour in each term. Pupils' names are entered in the Golden Book on nomination by the school staff for showing consistent effort, participation and contribution, **not for a high level of attainment.**

Discipline

Our measures for dealing with inappropriate behaviour follow these Steps which are a part of our 'Steps to OUTSTANDING' system. Depending on the behaviour, these guidelines can be accessed at any point.

- If a warning is given that the child's behaviour is not acceptable or is not following the school rules they may be placed on a '1st Warning'.
- If the child's unacceptable behaviour does not cease then will be moved down a step to a 'Final Warning'
- If a child continues to ignore the previous steps and continues with his/her unacceptable behaviour, that child will be placed on a 'Time Out!' Each classroom will have its own time out system and place. AT this point, one of the following steps may be seen as necessary:
 1. There will be a loss of privilege or free time.
 2. House Staff will become involved and will instigate positive behaviour charts and incentive reward charts to try to rectify the poor behaviour if it has become regular and cyclic.
 3. Senior Teachers and the Headteacher will become involved if necessary.
 4. A Minus will be issued by the Headteacher or Senior Teacher for cases of extreme or prolonged poor behaviour.
- At this point it will be decided whether a child should be put on a daily conduct report which should be reviewed and signed by the Form Teacher, Headteacher and parent at the end of each day.
- If necessary, appropriate measures, possibly suspension and expulsion, will be taken.
- In certain cases parental approval may be sought for the intervention of an educational psychologist. If action reaches this stage, further steps will depend upon the advice of the professional.

Throughout these guidelines, it will be our intention to include the parents in our decision making at the earliest opportunity. Parental support in cases of poor behaviour, and ways to rectify it, is of utmost importance to us.

Minus Slips

A minus is given only when other forms of discipline have not resolved the problem, or for a particularly serious misdemeanour. The member of staff giving the minus must complete an appropriate slip which is then taken to the Headteacher. The Headteacher will discuss the incident with the pupil, if appropriate, and sends the slip home with the pupil. Usually there will be some form of contact with parents to explain the issue of the minus. The slip is then signed by the parents and returned to the Headteacher. Receiving a minus may instigate a daily report card being issued. The minus should be taken extremely seriously given the involvement of the Headteacher.

Further notes

Each day starts with a "clean slate", and every child will start their day on 'Ready to Learn' within the 'Steps to OUTSTANDING' system.

In the Playground

As in school, rewards and praise are the most important part of this behaviour plan. Children should receive positive praise and encouragement every day. Children will be regularly reminded of the rules by staff, praising those who are behaving appropriately. If a child chooses to break a rule he/she will be warned quietly and told the reason why. Further action will be taken according to the playground discipline plan.

Playground Rewards (Lower and Upper School)

Smile and verbal praise

Plus points, House Tokens, motivational stickers.

Positive comments to teacher.

The Form Teacher will follow up positive remarks with praise and other appropriate rewards.

Playground Rules

We expect children to:

- Keep hands and feet to themselves. Care for each other and the things we use and to use them for the purpose they are meant for.
- Keep off the banks, walls and gardens unless allowed.
- Stand still with lips closed when the whistle blows and line up smartly and quietly without running when instructed.
- Be polite and listen to all adults and each other.

Playground Discipline Plan (Lower and Upper School)

Behaviour in the playground is expected to follow the same rules as in school. The same measures will be followed for poor behaviour, with the addition of a period of 'time out' if necessary at any point to defuse situations. Staff on duty are always keen to prevent issues occurring rather than solely reacting to issues once they have happened.

Conclusion

In compiling a behaviour plan, it is accepted that there may be occasions when a pupil's behaviour may make it necessary to diverge from the given course of action.

Whilst endeavouring to be consistent, the staff should recognise that each pupil is an individual and different disciplinary measures will be more or less effective with different pupils. Consideration needs to be given to pupils with special educational needs or disabilities, and reasonable adjustments made for them. A general rule of thumb is to use the "minimum effective measures".

Other documents to refer to are Child Safeguarding and Anti-Bullying, both of which are available via the website or staff/parents handbook.