



St. Stephen's School
and Children's Centre
Learning for life

Positive Behaviour Policy

Written: Summer 2010
By: Georgia Dawson and Natasha Radford
Ratified: July 2010
By: Governing body
Review: Summer 2012

POSITIVE BEHAVIOUR POLICY

'The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and

Families (DCSF) has made it clear that no form of bullying should be tolerated. Bullying in our schools should be taken very seriously; it is not a normal part of growing up and it can ruin lives.'

(DCSF 2010)

Definition of bullying

'Bullying can happen to anyone at any age. Being bullied at school, home or online might involve someone pushing you, hitting you, teasing you, talking about you or calling you names. No one has the right to hurt you or make you feel bad, and if you are being bullied you don't have to put up with it, you can talk to someone about it.'

(Childline 2010)

- Bullying can take many forms:
- Physical
- Verbal
- Emotional
- Cyber

Aims

- Ensure a fair and consistent approach to dealing with behaviour of all children during the school day by all adults
- All of these adults are encouraged to award House points to recognise positive behaviour
- Provide a caring and supportive environment, which allows children to learn, and teachers to teach
- Promote positive behaviour as a model for all behaviour
- Help independence by making children responsible for their own actions
- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within society

Values

- All children and adults have a right to work in a calm, supportive, safe and purposeful atmosphere
- All children have the right to come to school without the fear of being bullied
- All adults have a responsibility to support the behaviour policy

HOW THIS CAN BE ACHIEVED

Partnership between home and school does not guarantee success but goes a long way to achieving it.

Parents

- This is achieved through a home-school agreement which all parents sign upon entry
- In addition to this, there is a home-school behaviour log for those children who require further support
- We ensure that communication occurs through regular parent meetings and phone calls home where necessary

Staff

- By all staff having high expectations and encouraging the highest standards in collective and self-discipline
- By providing purposeful learning opportunities
- From KS1, they enable children to understand that 'They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves ... They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children' (PSHCE, NC 2010)
- By implementing a whole school rewards and sanctions system

Class Teachers

The class teacher has prime responsibility for pastoral care.

- All classes should agree a set of class rules and display these on the wall in appropriate way for the age of the children. These rules should *promote positive behaviour* eg "walk sensibly" rather than "don't run". The rules should be reviewed on a regular basis.
- Giving rewards and sanctions
- Watching out for children who are behaving out of character (recorded in Pupil Wellbeing Book, monitored half-termly)
- Children are referred to Learning Mentor if concerns warrant
- Class teachers deliver the SEAL curriculum through a weekly class-based assembly and PSHCE via the Creative Curriculum
- Leadership assemblies also follow the SEAL curriculum

POSITIVE REINFORCEMENT OF BEHAVIOUR

Houses

All children and teachers will be allocated a school house group:

Green

Red

Blue

House Points

Children should be awarded House Points for good work and positive behaviour choices.

Individual Recognition

House points should be recorded on the class recording sheet.

Bronze = 20

Silver = 40

Gold = 60

Assistant Head = 70 HP

Deputy Head = 80 HP

Head Teacher = 100 HP

In addition to these, two children from each year group are awarded a weekly certificate for personal achievement, in the Achievement Assembly.

Collective Recognition

At the end of each week, the points for each House will be totalled and the House Cup is decorated with the appropriate coloured ribbons. To inform our community, a certificate is displayed alongside the Cup each week.

At the end of each term, children in the House with the most points will receive a cup with House coloured ribbons on it and a certificate is displayed.

Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- verbal praise
- written remarks about good work
- sending children to a nearest teacher or the Head teacher or Deputy Head teacher for praise
- House points given to children in recognition of effort, outstanding work or behaviour
- The Celebrations Board has the names of those children recognised each week by the staff for positive attitude, work and behaviour and are displayed for the community to see

SANCTIONS

In class	Playtime and Lunchtime
Verbal warning about behaviour	Verbal warning about behaviour
Time out within the classroom	Recorded in MDA's Behaviour book (refer to CT)
Time out with year group partner	
Sanction	

(complete reflection sheet)
Refer to Phase Leader, following two sanctions in one term
Meeting with parent, class teacher and phase leader, following three sanctions in one term
Formulate behaviour plan with behaviour support manager, the SENCo and the learning mentor
Inform parents and leadership

Monitoring and Review

This policy will be promoted and implemented throughout the school. Its effectiveness will be monitored regularly by the Leadership team and updated as necessary to meet the changing needs of the school community. It will be reviewed annually as part of the school's cycle of monitoring.

Signed: Georgia Dawson and Natasha Radford

Date: June 2010