Positive Behaviour Policy

The Blake School Code of Conduct

We will:

- Take responsibility for our own learning and behaviour
- Have respect for ourselves, others, the environment and belongings
- Try to understand other people's point of view
- Speak politely to everyone
- Follow instructions
- Move calmly and quietly about the school

The Blake School is committed to creating an environment which reflects the Christian values on which the school is founded. The governors and staff of The Blake Primary School are committed to providing a stimulating learning environment within a clear ethos of respect, integrity, compassion, honesty, service and forgiveness.

All staff are expected to be role models and to demonstrate the behaviour expected from children in their own behaviour.

At The Blake School everyone has the right to work in a safe, caring and supportive environment where everyone is treated with respect and consideration.

The staff at The Blake School believe that the vast majority of all behaviour management should be proactive, preventative measures set within a positive, well planned environment in which children are enabled to flourish.

We aim to:

- promote high expectations of behaviour,
- set out clear and transparent expectations that are well-communicated and understood by the whole school community,
- develop self-esteem,
- promote mutual understanding and the unique value of all individuals regardless of age, gender, race, ability or disability,
- create an environment that reinforces good behaviour,
- deal with unacceptable behaviour fairly and consistently,
- teach children that they have a responsibility for their own behaviour,
- encourage children to make good, informed choices,
- encourage independence, self-discipline and a sense of responsibility,
- develop a partnership between school and home to foster good behaviour.

Responsibilities:

All school staff will:

- agree the standard of behaviour that is acceptable at The Blake school,
- work with the school community to create an ethos in which everyone feels valued and respected,
- model, promote and encourage good behaviour and respect for others,
- uphold the school ethos through all aspects of school life,
- create a safe, positive working atmosphere,
- ensure that appropriate provision is in place for all children,
- show respect and use appropriate body language and tone in all interactions,
- apply rules, rewards and sanctions firmly, fairly and consistently,
- deal with inappropriate behaviour in accordance with the behaviour policy,
- recognise and reward academic and non-academic achievement and success,
- provide support and guidance to parental helpers,
- develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere.

Pupils are expected to:

- comply with this policy,
- be polite and well behaved at all times,
- accept responsibility for their own behaviour
- show consideration to others,
- sign and abide by the Home School Agreement,
- listen carefully to all instructions given by the adults in school,
- ask for help if they are unhappy or do not understand,
- treat others, their work and equipment with respect,
- talk to others without shouting,
- use appropriate language,
- adhere to the school Code of Conduct.

Parents/carers are encouraged to:

- form positive relationships with the school,
- support and value good behaviour
- sign and abide by the Home-School Agreement
- support school rules and sanctions,

Strategies to Promote Positive Behaviour

At the start of the academic year, each teacher should establish class rules with the children. Class rules should be displayed in the classroom and regularly referred to reviewed.

- Expectations are clearly communicated and positively stated.
- Rewards and sanctions are clearly communicated and consistently applied
- Provision of an appropriate and relevant curriculum
- Use of flexible learning arrangements; to suit the best interests of the child.
- Use of a range of Individual Behaviour Plans.
- Development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting

- Training and support for staff
- Strong liaison with parents and external agencies
- Use of pupil voice
- Use of buddy systems

Celebrating and Rewarding Positive Behaviour

Every child is valued at The Blake School and positive behaviour is recognised and rewarded. This is done through a range of rewards throughout the school.

Rewards may include:

- Verbal praise / pointing out or sharing good behaviour
- Whole class reward system, or group/class/house points
- Smile, nod, thumbs up, special sign, specific "well done for…."
- Golden time
- Extra responsibility
- Special sign/stamp/sticker/note on work or chart
- Work being read to class/group/younger class
- Informing parents
- Certificates - from class teacher or Headteacher

All members of The Blake School community should be aware of and understand what constitutes acceptable and unacceptable behaviour. Unacceptable behaviours that are likely to lead to sanctions are:

- abusive, offensive or disrespectful language or behaviour,
- violence or physical assault,
- theft,
- repeated and continued disruptive behaviour,
- threatening behaviour, either verbally or physically,
- bullying of any kind,
- deliberate disobedience,
- possession of a dangerous implement or weapon,
- discrimination,
- vandalism of property.

Sanctions to Address Inappropriate Behaviour

Although praise is central to the encouragement of good behaviour, there is a need for sanctions to enable children to recognise unacceptable behaviour and to accept responsibility and the consequences of their behaviour. Sanctions and actions listed within this policy are indicative. The safety of all members of the school community is paramount in all situations.

When dealing with inappropriate behaviour adults will:

- investigate the incident thoroughly,
- listen to all of the children involved,
- obtain appropriate support from other adults e.g. SENCO, Senior Leadership team,
- communicate processes and events to parents/carers at the first reasonable opportunity,
- implement sanctions clearly and consistently.

Sanctions will be used as follows:

- a verbal reprimand,
- sitting a child alone/away from main group of children,
- using other adults to work with children needing support/distraction,
- one-to-one discussion,
- loss of privileges,
- requesting an apology,
- two verbal warnings will usually be given prior to time out,
- record in the class behaviour book or lunchtime behaviour book,
- use of a daily report sheet,
- informing parents,
- the use of a fixed term exclusion.

The use of sanctions is characterised by:

- a focus on the behaviour and not on the child,
- explaining clearly why a sanction is being applied,
- apology and forgiveness, ensuring that the child is helped to understand the importance of apology and the scope of the school's forgiveness,
- drawing attention to the school's code of conduct and the ethos of the school,
- dealing positively with inappropriate behaviour,
- teaching children how to modify and manage their behaviour to avoid future sanctions,
- providing opportunities for reflection on actions and the impact on others. (The use of 'Reflect and Repair' sheets should be used when appropriate.)

Most cases of inappropriate behaviour can be addressed through the above steps. Children are made aware of the sanctions likely to come into effect should they continue to display inappropriate or unacceptable behaviour.

Steps for Dealing with more Unacceptable Behaviour (Major incidents).

- A written apology will be made as appropriate.
- Removal of significant privileges.
- Formal discussion will take place between the class teacher and the parents, (including the child if appropriate).
- An appropriate Individual Behaviour Plan may be implemented.
- Home/school diary or chart may be set up if appropriate – parents and child will be involved in targets.
- Regular meetings held and recorded to evaluate progress towards targets.
- Development of behaviour modification strategies recorded in a behaviour plan with the advice of the SENCo, EP or EBD outreach worker as appropriate.
- Formal discussion between head teacher and parents indicating the possibility of exclusion.
- If a fixed term exclusion is considered appropriate it will be administered, following DfE guidelines.
- Where the child's behaviour is consistently detrimental to the well-being of himself/herself or others in the school, or is in serious breach of this behaviour policy permanent exclusion may result.

Exclusion, whether for a fixed term or permanent, is only used as a last resort. The Head teacher and governors will follow DfE exclusions guidance (Exclusion from maintained schools, academies or pupil referral units in England) in respect of the administration of any exclusions.

Inappropriate or unacceptable behaviours will be considered as minor, medium or major and will be dealt with as follows-

Minor incidents will be handled by the responsible member of staff present.

Medium incidents will usually be dealt with by the class teacher, or the teacher on duty. Where a medium incident forms part of a pattern, or is a repeated behaviour the headteacher, deputy headteacher, or member of the leadership team may be involved.

Major incidents will always be referred to the headteacher/deputy headteacher who will deal with the matter in collaboration with the class teacher.

Minor Incidents **Examples of this may include:**	**Action from the responsible adult may include:**
Initial lack of co-operation Being cheeky/teasing Being involved in minor arguments	• reminding child of expectations, • the use of facial expressions e.g. raised eyebrows, • humour (as distraction only), • a change of voice – lower tone, changed volume • ignoring, following up as appropriate • distraction • removing from a group
Medium incidents **Examples of this may include:**	**Action from the responsible adult may include:**
Being deliberately rude Being disruptive More persistent teasing Lying Spitting Inappropriate/offensive language, including swearing Disobedience Physically hurting another child	• using other children to say what is wrong/how to make matters better, • using Reflect and Repair sheets, • repeating work which is unsatisfactory because of poor behaviour, • a verbal reprimand • sitting a child alone/away from main group of children, • using other adults, • one-to-one discussion, • using warnings, • loss of privileges, • requesting a letter of apology, • informing parents, • the use of a fixed term exclusion.

Major Incidents **Examples of this may include:**	**Action from the responsible adult may include:**
Bullying Abusive language including sexist/racial comments/abuse Threatening or aggressive behaviour Physical Assault / hurting an adult or child Theft Deliberate deceit or disobedience/defiance Deliberate damage to property Unsafe or anti-social behaviour Repeated, continued or disruptive behaviour Significant, or unresolved danger to members of the school community Possession of a dangerous implement or weapon	• Incident recorded and kept on file • Sanction agreed and implemented Parents will be contacted by the Headteacher/ Deputy Headteacher. A record will be kept of meetings An Individual Behaviour plan will be drawn up, (or reviewed) if appropriate External agencies will be involved as appropriate Fixed term and permanent exclusion may be used.

A small minority of children have persistent and severe behavioural issues. Their difficulty in achieving positive behaviour is more pronounced than for the average child. The behaviour of the child is usually present early in the child's development, often extreme and occurs regardless of the teacher/adult.

The school will be as supportive as possible to individual pupils but the safety and well-being of the school community will remain paramount. Where there is sufficient evidence that a pupil has committed a serious breach of the school's positive behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, then the pupil may be excluded from school for a fixed period or permanently. DfE guidance governing exclusions is followed in relation to any exclusions.

Some behaviours may be the result of physical, emotional or sexual abuse. Any concerns should be dealt with immediately and in accordance with the school's safeguarding policy.