

Grafton Primary School

Positive Behaviour Policy

Aims of Policy

Since September 1999 it has been a legal requirement for schools to have an anti-bullying policy in place. The Human Rights Act 1998, states that all children have a right to an education which is free from harassment and degradation. One of the key outcomes of the Every Child Matters agenda is that children are 'safe'. At Grafton we have chosen to call this our 'Positive Behaviour Policy'.

At Grafton we believe that every member of the Grafton family has a right to be safe and secure and to learn and to develop in a positive environment without being disrupted, abused, bullied, intimidated or harassed.

We aim to create a climate of friendship and understanding; where every child can play a part in making a valued contribution to the school. Empowering children in taking ownership of their school which results in more caring and responsible learners.

We aim to promote a school ethos in which all pupils are safe and able to realise their full potential.

We aim for our children to behave in a reasonable and civilised manner, showing consideration, courtesy and respect for other people, their surroundings and property at all times. Each individual needs to develop self respect, self discipline, value differences and have a proper regard for others.

Bullying is never an acceptable way of behaving and is not tolerated at Grafton.

Effective positive management leading to prevention of negative behaviour is a responsibility shared by all members of the school community.

Ways of Working

At Grafton rewards are more important than sanctions. We should work to a rule of: Children should be praised for appropriate behaviour as well as good work.

The quality of the curriculum is a significant determinant of behaviour. A broad curriculum with a suitable diversity of activities, matched to the needs of the children,

will provide challenge, excitement and opportunities for sustained application. This discourages children from negative behaviour and supports sustaining positive behaviour.

Lively and stimulating teaching is almost always associated with good behaviour. Where children are in an environment which arouses curiosity and interest, they usually respond positively.

Teacher expectations are central to a child's learning and behaviour. When expectations are positive children see them as such and respond appropriately. Good behaviour then becomes the 'norm' and is reinforced by all the children and adults.

Good relationships are fundamental to good behaviour. It is important that all adults make time to talk and listen to the children. An ethos of sharing problems and finding solutions together is central to the way we work.

A positive School Council, Circle Time activities, Golden Time activities, Emotions Group support, Learning Mentors, Playground Friends, Healthy Week, Anti-Bullying Week, NSPCC work and our PSHE curriculum are some of the strategies and activities the school actively undertakes on promoting positive behaviour and developing a routine for discussions and the sharing of problems.

Staff receive regular training in Behaviour Management.

Procedures:

The Positive Approach

Modelling appropriate behaviour and praising good behaviour is often a big deterrent of inappropriate behaviour.

Grafton School encourages 'good' behaviour and rewards 'good' behaviour with:

- A sticker from the class teacher or Headteacher
- A photocopy of 'good' work to share with parents
- A note home praising good work and success
- Having their name written in the Golden Book and being praised in assembly
- Being given additional responsibilities (Playground Friend, monitor etc)
- Being given specific privileges
- A certificate to celebrate 100% attendance at school

We aim to foster good behaviour as the 'norm'.

Sanctions

The use of **THINKING TIME** during morning playtime is a useful way of dealing with minor incidents. It is important that the children understand why they are in Thinking Time as they will need to give this information to the teacher on duty. Thinking Time should not be used as a daily sanction and repetitive inappropriate behaviour should follow the other channels already mentioned. *As of September 2022, Thinking Time is no longer a feature of our behaviour system however, teachers and TAs may initiate a period of reflective time at break or lunch for children to think about their behaviour and plan to do 'better' next time. The use of Thinking Time will be reviewed termly.*

Withdrawal of Golden Time privileges.

Parental involvement in dealing with and supporting inappropriate behaviour almost always solves minor difficulties.

Minor Incidents

Where a 'telling off' by an adult is ineffective then children who misbehave will be given 'time out'. This is when the child is sent to a pre-arranged class (usually the parallel class) for a period of five to ten minutes before they can rejoin their own class.

If this fails then the child will be sent to work with a member of the Leadership Team.

Time will be allocated to the child on returning to the classroom to discuss the events, their behaviour and the consequences.

It is recommended that teachers keep their own records and observations of behaviour and incidents which take place within their classrooms.

Minor incidents will be dealt with at class level and do not warrant the intervention of the Headteacher or other members of the Senior Leadership Team. Class teachers will often send home friendly notes to parents and carers which raises an awareness of the teachers concerns and will invite parents into school as and when is appropriate.

Teachers will keep copies of letters sent home for reference.

If there is no response from home to a teacher's request to see a parent then the Headteacher will write a more formal letter inviting the parents to visit.

Repeated Poor Behaviour and/or More Serious Incidents

More serious incidents need to be reported and dealt with straight away in order to address issues effectively. A message to the office with another child is often the quickest way to get help into the classroom. It is not a sign of weakness or defeat to ask for help, but a sign of strength. Children must see the teachers and other adults in the school are supported and are not to be ignored.

Children sent to the Headteacher for more serious incidents will get the incident recorded. The Headteacher will talk to all the children involved in the incident and make notes on their version of events and based on that make a decision as to what happened and what action to take. Some incidents will warrant the Headteacher contacting the parents immediately. This decision is at the Headteacher's discretion.

All instances of repeated poor behaviour will result in parents being contacted. This will only be effective if the instances are brought to the attention of the class teacher/Headteacher as they happen.

Children should not be put outside the classroom as a sanction whatever the situation.

Major Incidents

On the rare occasion where an incident is deemed to be so serious that a child should be removed from school (depending on the severity of the incident, there is a distinct possibility that parents will be called immediately (at the Headteacher's discretion).

It will be made very clear to the child and the family that their behaviour will not be tolerated. The school will deal with such issues very seriously and expect parental support in these situations. In the event that parents are not available immediately, the child will be looked after by another member of staff until the parents are able to come into school.

Suspensions (Fixed term exclusions) can only be initiated by the Headteacher (or person in charge in their absence). Notice must be given in writing, and verbally as well if at all possible. There is a right of appeal and parents are entitled to this information at point of exclusion. Short term exclusions do not happen immediately, it is usually as a result of culminating circumstances. Outside agencies such as Educational Psychology, Educational Welfare and or Educational Services may also be involved.

The school believes in supporting every child to overcome difficulties and will do its utmost to avoid exclusions.

Positive behaviour is expected from all stakeholders in the school, not just the pupils. Adults must also respect each other and uphold the values embedded in this policy.

Additional Positive Way of Working to Promote Positive Behaviour and
Ensure there is no bullying at Grafton Primary School

- Positive Behaviour Weeks
- E Safety Week
- Curriculum focus on bullying and e safety
- Circle Time
- PSHE Lessons focusing on respect and social development
- Positive Attendance Focus
- Early intervention for children of need
- Therapy and counselling sessions
- Plays and drama presentations
- School and class rules focusing on respect and social positive friendship
- School Council
- Philosophy for Children focusing on beliefs and understanding
- A curriculum focusing on multi ethnic Britain developing further understanding of multi cultural Britain and respect for different cultures, faiths and backgrounds.