



Positive Behaviour Policy for Swavesey Primary School

Our behaviour policy is based on an expectation that every child deserves the best possible start in life and the support that enables them to fulfil their potential of pro-social behaviour and relationships within a secure, caring and inclusive environment. We will emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community.

Here at Swavesey Primary School we foster a positive atmosphere based on a sense of community and shared values where all stakeholders communicate effectively, listening to each other so that children have the opportunity to develop socially, learn and enjoy community life.

We will achieve this by sharing clear expectations and having a consistent approach including the promotion of the 5Rs, the teaching of social skills and strategies including PSHE, the use of the STEPs (therapeutic approach to behaviour development promoted by Cambridgeshire County) and ensuring consistency.

Rights and responsibilities

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> to be supported by peers and managers to be listened to to share opinions to be treated courteously by all others in the school community to be made fully aware of the school's systems/policies/expectations to receive appropriate training to increase skills in promoting pro-social behaviour and regular attendance 	<ul style="list-style-type: none"> to ask for support when needed to offer support to colleagues and managers to listen to others to give opinions in a constructive manner to model courteous behaviour to recognise and acknowledge pro-social behaviour in others to seek information and use appropriate lines of communication to follow school protocols consistently to support others in developing their skills in promoting pro-social behaviour and regular attendance to acknowledge areas of own skills which could be developed to try new approaches

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> to be treated with respect to be safe to learn to make mistakes to be listened to 	<ul style="list-style-type: none"> to behave respectfully to others to behave safely and responsibly to attend school regularly to be willing to learn to actively use and develop the 5R skills to develop a growth mindset to support learning to allow others to learn to be honest including owning up to mistakes to allow others to make mistakes to give opinions in a constructive manner to listen to others

Parents/carers	
Rights	Responsibilities
<ul style="list-style-type: none"> to be treated with respect to be kept informed about their child's 	<ul style="list-style-type: none"> to behave respectfully to work in partnership with the school staff

<p>progress</p> <ul style="list-style-type: none"> • to be listened to • to have access to information on the school's approach to behaviour and attendance • to have concerns taken seriously • to have opportunities to share their views in order to support development 	<ul style="list-style-type: none"> • to make sure their child attends school regularly, ready for learning • to talk to their child about what he/she does in school • to talk to teachers if they have any concerns about their child's learning or wellbeing • to listen to others • to read information shared and follow school protocols • to share concerns constructively
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Promoting Pro-social behaviour

Whole-school level

- All staff understand and demonstrate the school's core beliefs about behaviour including STEPs
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies and PSHCE/ SEAL sessions are used to develop children's social, emotional wellbeing and behavioural skills
- Pro-social behaviour in corridors, playgrounds, dining room is noted and celebrated
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning pro-social behaviour.

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and development of emotional wellbeing
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and cooperation, choice and consequences through the 5Rs
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- There are classroom rules or a classroom charter, devised through discussion with children, which promote positive social and learning behaviours
- Classroom rules or charter are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)
- Pro-social behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with anti-social behaviour following STEPs procedures

Individual child level

- All children are seen as individuals whose strengths and differences are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to pro-social and improved behaviour
- Where a child experiences difficulties in developing or sustaining pro-social behaviours we follow the guidelines as set out in the STEPs procedures

STEPS information and Procedures

STEPS promotes pro-social behaviour and the management of difficult or dangerous behaviour (anti-social behaviour), with an understanding of what behaviour might be communicating. STEPS strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

Pro-social Behaviours:	Anti-social behaviours:
Respectfulness Readiness for learning Reflectiveness Resilience Resourcefulness Responsibility Attentiveness A sense of right and wrong Working co-operatively Honesty and trustworthiness Fairness Self-regulation Politeness and good manners Setting a good example to others Commitment Good humour Care for personal and others' property	Racial harassment Violence and aggression Hurting other people`s feelings Threatening behaviour including bullying Dishonesty Deliberate disobedience Discrimination Lack of respect Using unacceptable language Deliberately damaging property Disrupting teaching and learning Taking things that do not belong to us Not following school rules during playtimes or classroom time

Promotion of Pro-social Behaviours includes:

All celebration, in whichever form is deemed appropriate, should be a reward for effort and achievement not used to 'bribe' a child into doing or achieving.

Celebrating Pro-social Behaviour

Smilies can be used to celebrate:

- The achievement of 'something' for which a child has had to work
- A child's outstanding effort
- Showing the 5Rs
- Having a growth mindset.
- Showing courtesy and having polite manners

10 smilies filling a complete chart can be exchanged for a house token. Full charts are sent home to be celebrated.

5R certificates can be awarded for children who have shown an R or mixture of Rs in any aspect of their school/home life or work.

Leap into learning certificates can be awarded to any child who has excelled in effort, and or achievement in any aspect of their development showing that they have really 'leapt' into the learning opportunity.

Children can be nominated for certificates by adults or their peers.

Verbal praise

Praise for following the rules

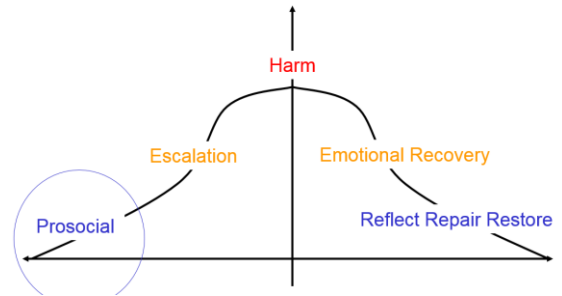
Share work or positive experiences with colleague or Head teacher for further praise (with agreement of colleague)

See Appendix A for additional strategies to support the promotion of Pro-social behaviours.

Management of anti-social behaviour

The following STEPs systems are used to manage anti-social behaviour.

1. De-escalation
2. Management of risk or harm
3. Reflect, repair and restore



- 1. De-escalation Strategies – these support children to manage their emotions and remove ‘the heat’ from the situation creating space and time.** (see Appendix B)
 - a. Use of the pupil’s name
 - b. A reminder of the expectations for learners including pro-social behaviours and the 5Rs
 - c. Acknowledgement of their feelings
 - d. Explain you are there to help
 - e. Offer an opportunity to ‘step away’ from the situation and manage their emotions through a different scenario
- 2. Management of Risk or harm**
 - a. Remove the child from the situation using STEPs intervention strategies (see Appendix C)
 - b. Remove the other children from the area if necessary
- 3. Reflect, repair and restore** (see Appendix B)
 - a. A reminder of the expectations for learners including pro-social behaviours and the 5Rs
 - b. Use of protective consequences e.g. limiting use of social spaces
 - c. Use of educational consequences e.g. alternative educational tasks or activities
 - d. Individuals will be supported through restorative steps through an approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment e.g. social stories, apologies, making amends

Parental involvement

In cases of severe or persistent anti-social behaviour, parents will be informed and an action plan will be created using STEPs systems.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. Any decision to exclude must be made in line with the principles explained in the DfE guidance and Education Act.

The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in a single academic year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

If the governing body's discipline committee uphold a permanent exclusion decision, then a parent can request the LA to arrange an independent review panel to be held within 15 school days of the request.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of anti-social behaviour. When necessary the class teacher records repeated classroom incidents. The head teacher records serious incidents reported to him/her on account of anti-social behaviour. All staff always report incidents of antisocial behaviour.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body and staff review this policy every 2 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.