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# Positive Behaviour Policy

Collingwood School

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*“Care, courtesy and consideration” is at the heart of all our actions.*

## Introduction

This policy was developed as a result of consultation with staff and governors and is in compliance with ‘Keeping Children Safe in Education’ (DFE September 2016).

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of both children and adults.

## Rationale and Aims

It is a primary aim of Collingwood that every member of the school feels happy, valued and respected, and that each person is treated fairly and well. We are a caring school which promotes mutual trust and respect for all. We believe that positive relationships and good behaviour are integral to a happy, healthy, secure and safe learning community.

This policy aims to:

- Promote good behaviour, not merely deter anti-social behaviour.
- Teach children that actions have consequences and help them learn to accept responsibility for their own choices/behaviour.
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional safety and to raise individuals’ self-esteem.
- Encourage increasing independence and self-discipline.
- Encourage children to make good choices which lead to effective relationships, so that everyone can support each other, work together and learn well.
- Ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Central within the policy is the concept of ‘choice’: we refer to good choices (which lead to positive consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’:

1. It promotes self-management of behaviour and enables some reflection of what behavioural choices exist i.e. there are always different behavioural options (we don’t accept/expect that some children will always behave in such a way) and;
2. It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.

## Expectations of Positive Behaviour at Collingwood:

- We treat others as we would have them treat us
- We forgive others



- We share
- We are truthful and have good standards
- We are kind and helpful
- We listen carefully to each other
- We do our best to be our best

Our expectations are explained and made clear to the children in a variety of ways. They are the theme of many assemblies throughout the year, PSHE lessons and, if required, any specific issues which arise are dealt with as and when necessary

- We care for and respect our School, everyone in it and their property.
- We follow directions the first time they are given and listen to others.
- We use suitable voices in all situations.
- We walk safely, sensibly and quietly around school.
- Each class then creates 'Classroom Rules' which are agreed by the children and displayed on the wall of the classroom. This way, every child in the school knows the standard of behaviour that we expect in our school.

### **The Responsibility of Pupils**

It is the responsibility of pupils to make good choices at all times, with all adults and pupils in school.

This will lead to pupils behaving well and building up and maintaining good relationships. To avoid bad choices pupils should:

1. Follow instructions
2. Keep hands, feet, and objects to themselves
3. Use positive language (including body language)

### **The Responsibility of Teachers**

Children have to learn positive behaviour and, as in all aspects of life, sometimes they have to learn from their mistakes. As in all areas of managing behaviour our consistency is the key to success.

With this in mind, specific responsibilities of the teachers are to:

- Expect that, when talking to children, the children will stop what they are doing, put everything down and look at the person speaking.
- Praise children on individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made.
- Follow our warnings system unemotionally, making explicit why: always state what rule they have broken, and always record the incidents to discourage the learning of an inappropriate behaviour.
- Be confident and let their voice and manner make it clear to the learner they expect children to do as they ask.
- Display in the classroom the consequences of children's choices (both positive and negative; see



- Consequences below) – this can help when teachers explain why they are praising/warning.
- Begin each new lesson with a ‘clean slate’ (does not include playtime).
- Set appropriate boundaries and be consistent with all consequences.
- Treat each child fairly and with empathy, respect and understanding.
- Apply these principles, roles and responsibilities with their own class and around school.
- Be a positive role model by demonstrating positive relationships with everyone in school.
- Monitor behaviour and keep records of incidents, investigations, notes to parents etc. (see ‘Monitoring’ below). Keep a record and any relevant notes if a child misbehaves and/or receives a warning and place in a class file.
- Inform parents immediately if there are concerns about their child’s welfare or behaviour – this includes if a child is regularly receiving warnings.
- Having followed regular procedures and consequences, if necessary seek help and advice from a colleague (e.g. member of Senior Leadership Team).
- Report to parents (via school reports and Parent’s evenings) about the child’s social and emotional aspects of school life, including behaviour and relationships.
- Liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service.

### **The Responsibility of Support Staff**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the head teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in ‘catching’ pupils behaving well and exclaiming about how well a pupil has behaved.

### **The Responsibility of the Head Teacher**

In addition to the above, it is the responsibility of the Head Teacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.
- Implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness.
- Ensure the health, safety and welfare of all children in the school.
- Maintain records of all reported serious incidents of misbehaviour.
- Issue fixed-term suspensions to individual children for persistent serious acts of anti-social and misbehaviour (for example violent behaviour and swearing). The head teacher may also permanently exclude a child. Both of these actions are only taken after the school governors have been notified.

### **The Responsibility of the Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave. The aim is to build a supportive dialogue between the home and the school.



Parents are expected to:

- Promote and uphold the Positive Behaviour Policy
- Co-operate with the school to support their child's positive behaviour
- Ensure staff are fully aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm.
- Support the school's decision when applying consequences to deal with any specific incident/issue and to respect the disciplinary authority and professionalism of staff.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy, then the Head Teacher, and, if still unresolved, the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Responsibility of the Governors**

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **The Procedures at Collingwood**

#### **1. Consequences of Positive Behaviour**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school all staff should aim to reinforce good behaviour and exclaim how well a pupil has behaved.

We are aware that if we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'. Therefore a key priority is to reward and praise good choices in order to reinforce good behaviour, build positive relationships and develop an ethos of kindness and co-operation.

We reward good 'choices' in these ways:

- Verbal praise and written praise for good work
- Academic merits for both effort and achievement, which are celebrated both in the classroom and in assembly
- Annual subject and year group prizes
- Displaying examples of excellent work in art/design, sports, and drama and concert achievements
- Reports to parents
- We operate a "star pupil and class of the week" system, celebrating the successes of a different pupil from each class every week. He/she receives a certificate in the Friday celebration assembly.
- All can children can gain House Points for good behaviour, kindness, thoughtfulness, good work.



- In the Celebration Assembly every Friday the accumulated Star Chart House winner is announced.
- The central record is in the staff room.

There are 3 systems of positive rewards appropriate to children's age:

**Nursery/Kindergarten/Reception:** In this Department a sun and cloud system is used in order to reinforce and reward good behaviour. All children are encouraged to remain in the sun sector of the chart as a way of demonstrating their good work, behaviour and good manners. A cloud on the chart would represent behaviour or work completion which is not expected.

**Key Stage One:** A similar system is in place but with the use of traffic lights. Green corresponds to the sun. Yellow and red correspond to the cloud.

**Key Stage Two:** A similar system is in place but with yellow and red cards.

All class teachers keep a record following the School's Privacy Notice and alongside the class room code, good behaviour is reinforced.

## 2. Consequences of Negative Behaviour

When poor behaviour is identified sanctions are implemented. We have a range of disciplinary measures which include:

- A verbal reprimand from a member of school staff;
- Reports to parents (which are always worded to be as constructive as possible);
- Additional school work or repeating unsatisfactory work until it meets the required standard;
- Loss of privileges
- Missing break time

The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. He/she may impose any of the sanctions above such as the setting of additional work or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head.

More serious misdemeanours and patterns of misbehaviour are reported to the Head.

When negative behaviour occurs we need to be able to respond quickly, positively and effectively.

Staff at Collingwood employ, consistently and clearly, a hierarchy of negative consequences if a child breaks a school rule.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. Additionally the child may be reprimanded and required to stay in at break time. Such a response could be a consequence of incomplete work, insensitivity towards another, inappropriate manners or unkindness to another.



If any child enters the negative 'spectrum' of the system, be it cloud, red light or red card, the child is reprimanded, the event recorded and the head teacher informed. If this persists parents will be invited in to discuss the situation. It is expected that this will be extremely rare and the consequences of such negative behaviour ensure that system is used sparingly and effectively.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Corporal punishment is prohibited during any activity (whether or not within the school premises) and neither can it be threatened. This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances.

The school does not tolerate peer on peer (pupil on pupil) abuse of any sort. This may include bullying (including cyber-bullying), gender based violence, sexual assault and sexting. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (please refer to the Anti-Bullying Policy). If the behaviour continues parents will be informed and, if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm, the matter will be reported to the Sutton LADO. The offending child will be excluded if necessary if previous interventions have been unsuccessful.

### **Serious Misconduct**

Serious misconduct (e.g. being disrespectful to staff or fighting) is very rare at Collingwood. Such behaviour would mean warnings are automatically by-passed. In extreme circumstances a child may be sent home for a period of time to reflect on their behaviour. Any period of time longer than one day will be regarded as a suspension and the Governors will be notified (see 'Responsibility of the Head Teacher').

### **In the Playground**

A child will be given a first verbal warning

On a second warning a child will be given a 'Yellow Card'.

On a third warning a child will be given a 'Red Card' and two minutes 'Time – Out' on a bench. The class teacher will be informed and the teacher on duty will record it in the 'Incident Book' in the staffroom.

If there is a serious incident, the child will immediately be given a 'Red Card', the incident will be recorded in the School's MIS (ScholarPack) under Accidents and Incidents and parents will be contacted by the head teacher if necessary.

### **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. 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 misbehaviour. The class teacher records incidents with reference to the warnings system. Records of serious incidents and related sanctions/action that occur at break or lunchtimes are kept in an 'Incident Book' in the school office.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial and homophobic incidents are also recorded.

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

### **Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children and adults fairly and apply this policy without prejudice in a consistent, non-judgmental way.

This policy is in compliance with 'Keeping Children Safe in Education' (DFE September 2016)

**Reviewed: March 2018**

**Next Review: September 2018**