

Fairway School & Children's Centre



Positive Behaviour Policy

April 2016

Positive Behaviour Policy

Rationale

At Fairway School we actively promote positive behaviour because we recognise that this is essential to creating an effective teaching and learning environment in which all children are able to progress. We believe that children should be taught to take responsibility for their own actions and have a sense of understanding and respect for others, both in school and the world outside so that they may contribute responsibly and constructively to society.

There is a strong emphasis on positive behaviour strategies throughout the school so that positive behaviour is explicitly encouraged and rewarded. All school staff are expected to lead by example by openly demonstrating good manners, consideration and respect towards the children and each other.

We believe that being clear and consistent about our expectations of behaviour and the reasons behind those expectations are major factors in helping our children to become responsible, caring, law-abiding citizens of the future.

Aims

Our fundamental aims are outlined below:

- The school should offer a safe, happy and positive environment for all members of the school community;
- Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times;
- Children should develop a sense of respect and tolerance towards each other, school staff and the wider community;
- Children should develop a sense of self-discipline through understanding the consequences of their own actions;
- Children should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.

Whole school procedures

As a staff, we aim to promote shared responsibility and create a culture that is mutually supportive.

We do this by:

- Following the guidelines in this policy;
- Having high expectations and instilling the 'Super Six Values and Rules';
- Being vigilant and responding to incidents of poor behaviour in all areas of the school;
- Being pro-active and united in promoting good behaviour;
- Being positive about trying new strategies and engaging in professional development.

Strategies

All classes display classroom rules that have been discussed and agreed as a whole class. Each class also has a clearly displayed set of wet playtime/lunchtime rules. These rules are reviewed with the children at the beginning of each new school term.

The school's 'Super Six Values and Rules' should be displayed in classrooms and around the school. (See Appendix 1)

Positive behaviour is rewarded through rewards such as certificates, stickers, quick notes and special mentions. There are appropriate reward systems in place in each class. These are made explicit to the children. Children are rewarded with House Points and Golden Time to encourage co-operative learning and collective responsibility.

School staff have agreed the following positive behaviour management strategies:

- **Active Listening:** The 5 L's to Active Listening – **Legs** (crossed or both feet on the floor); **Lap** (hands in lap, by your side or folded on the table); **Lips** (lips closed); **Look** (eyes looking at the talker); **Listen** (use your ears to hear the talker);
- **Zero Noise signal** (i.e. adult's arm in the air, children follow);
- **Think Pair Share** (frequent opportunities for children to share ideas with partners to encourage on task behaviour and active involvement);
- **1,2,3:** Get ready, Stand up, Follow me.

There are planned circle time sessions and groups that specifically encourage positive behaviour, development of social skills and enhancement of self-esteem.

At Fairway school, all school staff are encouraged to always provide opportunities for children to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. We believe that the

curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem.

When there are difficulties with individual or class behaviour the following steps should be taken:

- Remind the children of the '**Super Six Values and Rules**' and identify the rule that has been broken (**see Code of Conduct procedures: Appendix 2**);
- Talk to the child or whole class about this;
- The child should be given time out within the classroom (children should not be put outside the classroom without adult supervision);
- Ask the child to write or draw about the incident in order for them to reflect on their behaviour and what they could do next time;
- The child loses some playtime/s;
- The child may need to be referred to a senior member of staff;
- The class teacher should inform parents by talking to them in the playground, telephoning them or inviting them in.

Low level/persistent incidents must be recorded in class **incident books**. These books are monitored by members of the SLT on a regular basis.

Serious breaches of school rules

Any serious breach of school rules (including serious aggressive behaviour), will be followed up immediately by the Headteacher or Deputy Headteacher. The **Sanction Book** is used to log serious breaches of discipline. A note is made in the book of the behaviour and actions taken. If a child appears in the Sanction Book three times in a term, parents/carers will be informed. They may, however, be informed on the first entry depending on the seriousness of the behaviour.

Parents will be informed and if appropriate asked to come into school where the behaviour/incident will be explained. Where considered necessary a fixed term exclusion (or in a rare extreme case a permanent exclusion) will be given.

A record of contact with parents/carers is kept on a given pro forma (yellow contact sheet). Key points of discussions and agreed actions are noted. The sheets are filed in class SEN folders. The Headteacher and/or Deputy Headteacher will inform class teachers of contact he/she has had with parents/carers.

Exclusions

Where behaviour compromises the safety and well-being of others, persistently disrupts learning or damages school property or the property of others, an exclusion may be necessary. Exclusions are imposed in accordance with DfE guidelines.

Weekly Assemblies

There are weekly assemblies during which individual children and classes, receive special Headteacher awards based upon positive behaviour and achievement.

Golden Time

Golden Time is used to reward the children for good work and behaviour. The children earn their Golden Time by working hard and keeping the school rules; it is a special time for everyone to look forward to. Children who have worked hard all week are rewarded with the full 25 minutes of Golden Time. Children earn their Golden Time in 5 min blocks.

In most classes, Golden Time takes place on a Friday afternoon from 3pm to 3.25pm. Golden Time consists of approximately 5 planned activities such as board games, construction, use of the class computer, arts and crafts and listening to audio books or music. The class teacher should participate in one of the activities with a group of children. The children are encouraged to express their preferences of activities.

House Points

House Points are also used to reward the children for good work and behaviour, as well as introducing a competitive element to school. At Fairway School we have four different houses, the four elements; Fire (red), Earth (green), Water (blue) and Air (yellow). Each child is placed into a house when they enter the school (Reception – Year 6). Siblings are placed in the same house. House points are allocated via a sticker system, collated by class teachers and announced each week during the Headteacher's assembly. Houses also compete against each other during activities such as sports day.

Around the School

It is important to ensure that children are encouraged to walk around the school on the left hand side in a calm, orderly and organised way. All classes must be accompanied by a member of staff when walking along corridors. Children should walk in pairs and stay together as a class group. Class teachers should set a **lining up order**, which should be display in each classroom.

Where there are stairs, all adults and children must be in single file when using the stairs. Children should move around quietly and calmly at all times. Children who have permission to leave the class for any reason must wear a band or badge. No more than two children should be allowed to leave the class at any one time. Each class (Years 1 – 6) has a toilet book whereby the children or an adult record when children leave the room to go to the toilet.

Meal time supervisors

Meal time supervisors are given books to record behaviour, both positive and negative. These are monitored by the level 3 TA and then fed back to the Headteacher if needed. Meal time supervisors are responsible for informing class teachers of any incidents of poor behaviour that take place during the lunch period, particularly if parents need to be contacted.

To support meal time supervisors, some Year 6 children have been given the responsibility of being **Lunchtime Leaders**. Lunchtime leaders support in the dining hall, in the corridors and on the playground.

In addition, some Year 4 and 5 children have been given the responsibility of being **Play Leaders**. Play leaders have been given a box of play equipment and are responsible for involving children in positive play.

Supporting Staff

Where staff are in need of immediate support they are able to inform other members of staff by sending a **Red Triangle**. These are located on walls around the school.

Supply Teacher Handover notes

To ensure consistency of behaviour when classes are taught by supply teachers, a 'Supply Teacher Handover Sheet' must be completed. This sheet highlights children that have been helpful and unhelpful.

Monitoring and Evaluation

Members of the leadership team will undertake rigorous monitoring and evaluation of behaviour through observations and monitoring of incident books, the sanction book, meal time supervisor books and supply teachers' notes. The outcomes of all monitoring are fed back to staff and targets set to enable staff to further develop their practice. These outcomes are also reported to governors.

Professional Development

- The leadership team will ensure that all staff have information and access to training, including in school and out of school courses;
- Staff are responsible for applying for training;

Equal Opportunities

All children have the right to equal opportunities. All staff at Fairway School and Children's Centre have high expectations of behaviour and performance regardless of gender, race, age or ability. Equal opportunity also includes having access to IT, apparatus and different types of work, praise, encouragement and appropriate teacher support. Fairway School is a relatively new building, designed and built to cater for the needs of people with physical disabilities.

Appendix 1:

Super Six Values and Rules:

Values	Rules
Co-operation	Always listen, share and take turns
Courage	Always embrace challenge
Honesty	Always tell the truth
Respect	Always be kind and caring
Responsibility	Always look after your own and others' belongings
Self-discipline	Always try your best

Appendix 2:

Classroom Code of Conduct:

- Point out the particular rule that has been broken
- Depending on the behaviour inform the sanction (that must be followed through)
 - Verbal Warning
 - Name written on board
 - Time out in the Time Out Zone in classroom (loss of 5 minutes break)
 - Send to designated class to complete behaviour reflection sheet (15 minutes)
- If there is **any** form of verbal or aggressive behaviour this must be taken very seriously and our zero tolerance pointed out. This must be followed up rigorously. Appropriate steps followed for ongoing and serious behaviour
 - Send to a colleague (record in incident book, class teacher to contact parents to report incident (end of the day or phone call, use proforma to confirm in writing);
 - Send to Senior Teacher or Deputy Headteacher (to contact parents and arrange a meeting to discuss behaviour);
 - Send to Headteacher (possibility of a fixed term or permanent exclusion if behaviour is persistent or serious);
- Keep an incident book in which a record of low level and major incidents should be recorded for future reference.

