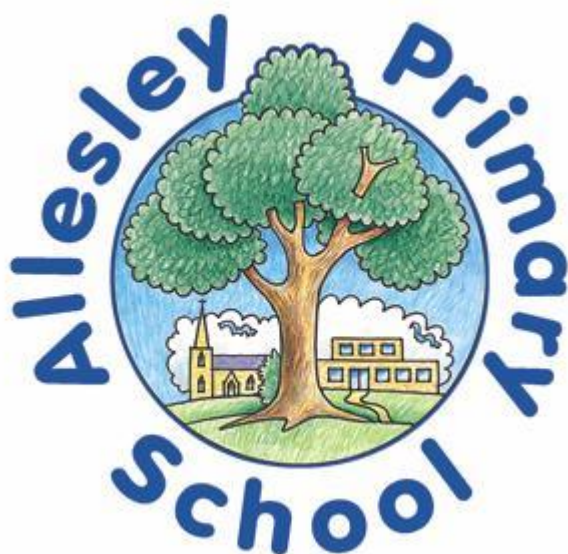


# **Allesley Primary School**

## **Positive Behaviour Policy**



Updated: January 2023

Review: January 2025

# Allesley's Positive Behaviour Policy

## 1 Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and equally. We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school community live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of core values and these values are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply our policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

The school rewards and celebrates good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviours, rather than merely deter anti-social behaviour.

## ALLESLEY'S VISION AND VALUES STATEMENT

### Working Together for a Bright Future.

Allesley Primary provides an environment that opens up a world of learning and takes our children on a journey of discovery and challenge towards achieving personal excellence.

We aspire to ignite a passion for life-long learning and to develop curious, independent individuals who embrace challenge.

We aim to create positive, self-motivated individuals who take responsibility for their actions and who understand their role in our community and the world they share with everybody. We value everyone as an individual and encourage respect for others.

Allesley Primary School is a place where all can grow, achieve and endeavour to be the best they can be within a safe and caring atmosphere of teamwork, support and cooperation.

Together we learn.

Together we achieve more.

The core values we hold close to our hearts at Allesley are:



These core values are the golden thread that are woven into our daily journey towards achieving Personal Excellence.

At Allesley Primary School we feel our core values are very important as they are the principles that guide our lives. To feel valued is a special thing and something we want to make sure everyone experiences at Allesley.

## 2 Rewards and Celebrations

We praise and reward children for positive behaviours in a variety of ways:

- Teachers congratulate children and give genuine praise.
- Teachers give children awards and stickers.
- Teachers award Dojo points to whole class, groups, and individuals.
- A celebration assembly is held each week to reward achievements both in and outside school.
- Each week, teaching staff nominate children from each class to receive an achievement award in the celebration assembly.
- Also, each week, lunchtime supervisors nominate lunchtime awards for Kings and Queens of Lunch Land and at the end of each half term a King or Queen is picked out and they get to choose the meal for the last Friday of the term. If the King or Queen has a packed lunch, they get to choose a pudding for their class on the last Friday of each half term too.
- We hold a weekly 'High Tea' and invite parents to celebrate their children's achievements.
- We distribute praise to children, either for consistent good work or behaviour, or to acknowledge outstanding effort, acts of kindness and for showing our school values.
- All classes have an opportunity to lead a class assembly where they are able to perform to their parents and show examples of their best work.
- We also celebrate good attendance, regular reading at home and the pride the children take in their work and classrooms.
- Our Allesley Blue Birds earn rewards too - as well as praise, stickers and prizes, they have Allesley Blue Birds 'Star of the Week' for each age group.

Inevitably, there are times when children are not guided by our school values. It is important that children should know that negative behaviours are not acceptable. So, our school employs a number of reminders about our school values through classroom displays, stories assemblies and how we as

adults are positive role models too. To ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, a verbal warning will be given.
- We expect children to try their best in all they do. We want to develop our children to have a 'can do' attitude.
- If a child is disruptive in class, the teacher will try to resolve the situation or seek support from a member of the Senior Leadership Team. If a child misbehaves repeatedly, we give the child time away from the rest of the class until s/he calms down, and is able to return to their class and work.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident on CPOMs as well as informing a member of the Senior Leadership Team who will decide on the appropriate actions. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Class teachers will discuss the values with their class. In addition to the school values, each class may also have its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the positive behaviours that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time and PSHE lessons.

The school does not tolerate bullying of any kind. (Anti-Bullying Policy)

All members of staff are aware of the regulations regarding the use of reasonable force. All staff have received and completed training delivered by 'Safer Handling' which clearly sets out the legal stance and the safe manner in which a child should be physically handled if deemed necessary and appropriate.

Staff only deploy reasonable force in such examples as to -

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- Restrain a child at risk of harming themselves through physical outbursts.

The actions that we take are in line with government guidelines on the restraint of children.

We have a learning mentor who supports children and parents across the school to ensure all our children feel happy and safe at home and at school.

### 3 The role of all adults

It is the responsibility of *all adults* to ensure that our policy is applied, and that all the children follow our school values.

All adults in our school have high expectations of the children with regard to their behaviours, and they strive to ensure that all children work to the best of their ability.

They treat each child fairly, and celebrate the school values consistently. Adults treat all children with respect and understanding.

#### The class teacher

If a child misbehaves repeatedly in class, the class teacher keeps a detailed record of all such incidents on CPOMs. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if the negative behaviour continues, the class teacher seeks help and advice from the SENCo, Assistant Headteacher, Deputy Headteacher or Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the appropriate outside agencies.

The class teacher formally reports to parents and carers about the progress of each child in their class at Parents' Evenings and in a written annual report. The class teacher may also contact a parent if there are concerns about the behaviour of a child at any time during the school year.

#### Teaching Assistants

The behaviour of the children within a classroom setting is the joint responsibility of the class teacher and any adults within the class. The role of a teaching assistant is to manage low level behaviour issues in order to prevent whole class disruption or the teacher not being able to teach. This is a proactive role and one that applies to other areas in school.

If a child displays negative behaviours in class or when moving around school teaching assistants will challenge and note this behaviour to share with the class teacher. During intervention sessions, the management of children's behaviour is the responsibility of the teaching assistant. They follow the policy. There is a clear dialogue between teachers and teaching assistants around any incidents in the school day.

#### External Providers

Where external providers are supported by teaching staff in lessons, the responsibility for managing behaviour lies with the class teacher. When these providers are leading extra-curricular clubs they are responsible for managing behaviour and will follow this policy and the School's Behaviour Procedure. The same high expectations should be upheld. All external providers will be made aware of our school values and how they encompass all that we do. Class teachers and/or a senior member of staff will be informed where necessary if there are any concerns regarding the behaviour of individual children.

### 4 The role of the headteacher

It is the responsibility of the Headteacher to implement the school policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher reviews CPOMs on a regular basis.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **5 The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate with the school. We work hard to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions after a child has misbehaved, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Chair of Governors.

We expect Parents and Carers to be role models of good behaviour and to support the positive ethos of the school when within the school environment. We will not tolerate abusive, aggressive or threatening behaviour against any member of staff or child and if necessary, action will be taken by the school Governing Body against such behaviours. This may result in parents being banned from the school site.

## **6 The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes in extreme cases this may be necessary. Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher has the power to exclude a child from school. However, in the absence of the Headteacher, the Deputy Headteacher would have the power to exclude if necessary. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend



the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

## **8 Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be temporarily excluded. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child may be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and Social Care will also be informed.

## **9 Monitoring and review**

The headteacher monitors the effectiveness of this policy two yearly. She 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 concerning incidents of misbehaviour.

All incidents are recorded on CPOMs. These are monitored by the Headteacher.

The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two 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 the policy might be improved.

## Appendix:

### 1. This is how we 'Manage Positive Behaviours'- guidance for teachers

To ensure our high expectations for behaviours are met **ALL** staff are responsible for being proactive in preventing behaviour issues by:

- Building positive relationships with children and colleagues
- Being a positive role model demonstrating positive behaviours in and out of school
- Creating a positive classroom environment and appropriate lesson structure which allows ALL children to succeed.
- Be proactive in promoting high expectations with all children.

Our School Values are:

- Honesty
- Respect
- Perseverance
- Positivity
- Independence
- Compassion

### Sanctions for the classroom

Stages:

1. Verbal warning.
2. Removal of Do-jo points.
3. Move onto a spare table in the classroom.
4. Move to another class with work.
5. Sent to AHT
6. Sent to DHT
7. Sent to HT

### **Record on CPOMs**

**SLT will monitor behaviour on CPOMs regularly to identify developing issues. However, if a member of staff is concerned that a child is regularly being sent out of class, they must speak promptly to SLT for further support.**

### Negative behaviours on the playground

1. Verbal warning.
2. Inform class teacher where appropriate.
3. When a child may cause harm to themselves or others, children will be sent into HT/DHT.

### **Record on CPOMs**

### General reminders

-We do not issue whole class/ group punishments

Missing playtimes should only be used when...

1. SLT have agreed that a child should not be actively involved on the playground.
2. They have been sent in off the playground during play time or lunch time.



