



St. Leonard's Primary School **Discipline and Positive Behaviour Policy**

Positive behaviour is a necessary part of the provisions we make in St Leonard's to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of our Positive Behaviour Policy

To promote a calm, purposeful and happy atmosphere within school

To foster positive, caring attitudes towards everyone where achievements at all levels are valued

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

To raise children's self-esteem

To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety

To help children, staff and parents have a sense of direction and a feeling of common purpose.

Teaching Positive Behaviour

At St. Leonard's we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:-

<ul style="list-style-type: none">• Independence and organisation• Self-image and self-esteem• Motivation• Reflection and self-control• Attention• Perseverance• Fairness	<ul style="list-style-type: none">• Co-operation with adults• Collaboration with other children• Sociability• Empathy• Honesty• Respect for self and others.
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We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

Staff modelling the skills and abilities directly

Setting appropriate boundaries for children's behaviour

Showing empathy and understanding of children

Listening to children.

Showing respect and understanding to everyone in the school community

Providing feedback in an informative way to children

Using positive consequences to encourage the learning of appropriate behaviour

Using negative consequences to discourage the learning of inappropriate behaviour

Teaching the skills and abilities through assemblies

Teaching PSHE.

Rules and Routines

The school's Behaviour Policy should be reviewed annually.

Each class should work together to establish a class charter, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be.

Playground rules

We play together and we look after one another
We respect the grown-ups on duty
We let other children get on with their own games
We stand still when we hear the signal
We walk sensibly to our lines

Our Caring School Rules

Respect ourselves and each other
Look after our school and everything in it
Work, talk and walk around quietly
Call everyone by their own name
Do as we are asked the first time
Listen to others politely and quietly
Put our hand up if we want to say something
Finish our work carefully and always do our best

Responsibilities

Staff Responsibilities

To treat all children fairly and with respect
To help all children to develop their full potential
To provide a challenging, interesting and relevant curriculum
To create a safe and pleasant environment both physically and emotionally
To use positive and negative consequences clearly and consistently
To be a good role model
To form positive relationships with parents and children
To recognise and value the strengths of all children
To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

Parents' Responsibilities

To make children aware of appropriate behaviour
To encourage independence and self-discipline
To show an interest in all their child does in school
To support the school in implementing this policy
To be aware of the school rules.

Children's Responsibilities

To do their best,

To contribute to their own learning,
To treat other people with respect,

To treat their belongings and the environment with care and respect,
To show consideration for others,
To consider the effects of their actions on others.

Positive Consequences (Rewards)

At St. Leonard's we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

Non-verbal rewards such as a thumbs up sign or a smile
Praise
Showing work to another teacher and to the Headteacher
Credits stamped on credit cards
Prizes (earned with credits)
Stickers
Certificates
Texts and emails home
Displaying work
Celebration assemblies

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves staff should ask them to stop the behaviour and should discuss the incident with all those involved (Verbal Warning) . Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions. If the child continues to display unwanted behaviour they will have their name moved to amber on the classroom's traffic light system. Staff will actively try to encourage a child back onto green. If behaviour persists or worsens children will have one further warning before their name is moved to red. Moving a child's name to red will result in them having an Isolation to either complete/re-do class work or complete age appropriate reflection work. Refusal to do so will be reported to the head teacher or deputy. Parents will be informed.

Names and dates of children having an Isolation will be recorded by the member of staff on duty. Patterns/triggers can then be spotted and addressed.

In the following tables we have listed inappropriate behaviours and a range of negative consequences which may be used, as deemed necessary.

Some children will need individual behaviour plans, or for reasonable adjustments to be made to our policy, for example children with ASD. Teaching staff will liaise with the Inclusion Leader and will determine what strategies and support need to be put

in to place. If required liaison with external agencies such as the behaviour support team, the educational psychologist and social workers as appropriate.

Behaviours

Low Level	Moderate Level	Serious Level
Shouting out – disrupting lesson Persistent poor effort Distracting others Poor attendance Unprepared for work Fidgeting / fiddling Telling tales Punctuality Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Telling lies Running in corridors Talking in assembly Pushing in line Borrowing without permission Warning issued Second warning, name on amber Third warning Fourth warning, name on red *	Fighting Stealing Disregarding staff Threatening / aggressive behaviour Vandalism – graffiti etc. Any of these types of behaviour may result in child being moved straight onto red, depending on severity.	Refusal to co operate Serious assault Vandalism e.g. extreme damage to school property / toilets Serious physical / verbal threats made to staff or children Violent outbursts, verbal / physical Leaving school without permission Racist incidents School refusal <i>Physical violence towards members of staff will result in exclusion.</i>

***Careful consideration needs to be given to children with specific behavioural issues. Individual class teachers (who know their pupils well) will use their own discretion and personal judgement as to when certain children need referring to isolation area.**

Sanctions / Procedures

Low Level	Moderate Level	Serious Level
<p>Frown Withdrawing attention Repeat activity properly Sit alone Reward others Verbal warning Amber if warned twice</p>	<p>Time deducted from playtime Time out in another class. Extra work Reflect and write Contact with parents Informal parents meeting Attendance letter Loss of privileges Referred to Deputy Headteacher. Red if warned 4 times or behaviour is deemed serious enough to warrant moving name straight to red</p>	<p>Loss of breaktimes Send to Headteacher Involve parents Involve SENCO Education Plan Weekly behaviour report Involve outside agency – staff liaise with HT/DHT to access support. PSP EWO referral Home lunch Modified timetable Fixed term exclusion Permanent exclusion</p> <p>5 referrals = letter home to parents 10 referrals = Parents/carers invited into school to speak with Headteacher/Deputy 15 referrals = an in school exclusion 20 referrals = Fixed term exclusion</p> <p><i>The above is our standard procedure however serious inappropriate behaviour can result in being moved straight to red on the traffic light system, sent to Head teacher/ Deputy Head or given an internal exclusion.</i></p> <p>In extreme circumstances and where appropriate the Headteacher may deem it necessary to give a child a fixed term or permanent exclusion, the parents and any outside agencies will be notified accordingly.</p>

Involving Parents

We encourage parents to take an active part in the life of our school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations.

Procedures in place when there is concern about a child's behaviour

When children misbehave the class teacher will choose an appropriate sanction. In the majority of cases this will correct the behaviour and help the child to make positive changes. When this doesn't have the desired effect, further steps will be required. This will include consulting with parents to help address the poor behaviour. Only in the most extreme cases will poor behaviour result in exclusion.

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training

Evaluation

The effectiveness of the policy will be measured by:-

A reduction in the number of children being sent to the Headteacher;
A reduction in the number of children referred to external agencies for behaviour.
Fewer incidents of disruption in class.

The policy will be reviewed annually following evaluation by staff. The views of children and parents will also be sought through questionnaires annually.