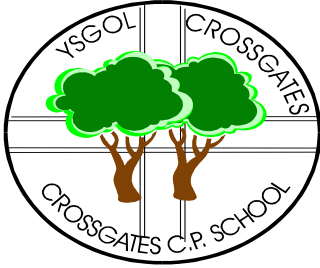


Crossgates C.P School



Positive Behaviour Policy

Accepted by Teachers Date

Accepted by Governors Date

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

We understand our responsibility to ensure students can develop strategies which empower them to control and regulate their own emotions and behaviour. We understand and recognise that some of our students need an adult alongside them to help them learn to self-regulate.

- All school staff are trained in the theory of attachment and emotion coaching. Staff understand that caring adult-child relationships are critical for children and young people's continued success in all aspects of their lives. This skill set provides staff with powerful tools to manage emotions and their presenting behaviours and build resilience and confidence.
- If children are sent into school or kept in at play times a restorative conversation will be led by the teacher. The conversation will allow the child to reflect on his/her behaviour and emotional response; set limits where appropriate and solve problems collaboratively to develop more effective behavioural strategies. This supportive approach will empower children in making better behaviour choices in the future. We recognise that some of our pupils do not have the skills to draw these conclusions or make these connections and in these the adult will take the supportive lead to guide them through the
- We feel a moral imperative to teach all children how to manage their emotions. Children who can regulate their own emotions and responses are more popular, have fewer behaviour problems, are more emotionally stable and achieve more academically.
- To be able to engage in learning, a child needs to be able to take risks, to learn new things and face new challenges. A good learner needs to be able to manage frustration and anxiety, have good self-esteem and be able to ask for help when needed.
- Attachment relationships and being able to regulate emotions therefore have a direct influence on children's capacity to learn.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is 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 and respectful way towards others. We treat all children fairly and apply this behaviour 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 the school community.

The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage positive behaviour, rather than merely deter negative behaviour.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Crossgates Primary.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour 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 keeps records of all reported serious incidents of misbehaviour including bullying and racism

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.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a safe, respectful and responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding. It is the role of the class teacher to model positive relationships and calm emotions.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and follow model.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.

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.

Organisation

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Promoting Positive Behaviour

We recognise that some children struggle with overt praise and adjust this accordingly.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children in a way that makes the child feel safe and valued.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

Foundation Phase	Key Stage 2
Receive gold stars as appropriate.	Gold stars are given and placed on chart.
Praise pads given out daily.	Each term certificates are given out. 25 stars- Bronze certificate 50 stars- Silver certificate

	75 stars- Gold certificate Children can work towards the next level as the year goes on
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- Dealing with negative behaviour

		Emotion Coaching			
			Recognise, empathise and validate feelings	Set limits on behaviour	Problem solve
Steps to take	Isolated incidents require a warning and not a consequence. Teachers use the Emotion Coaching principle of noticing and naming the emotion behind the behaviour. Warn children verbally if their behaviour is inappropriate- to support and refocus.	Visual warning (name on board, moved to the red area, moved to focus area etc)	If the child is still not calm and cooperative they can miss time from their play. Conversation with adult	Referral to Head Teacher Restorative conversation with the adult	Reflection letter Next steps

If behaviour still continues then Head teacher meets with parents

- If there are persistent behaviour issues or incidents with a child then careful observation and assessments should be considered.

- **Playground Expectations**

- Expectations for playground behaviour are very clear to all staff and children.

		Emotion Coaching			
		Recognise, empathise and validate feelings	Set limits on behaviour		Problem solve
Steps to take	Isolated incidents require a warning and not a consequence. Staff warn children verbally if their behaviour unsafe or unkind	Child is asked to shadow member of staff for 5 mins. Name the emotion behind the behaviour.	If the child is still not calm and cooperative they have limited area to play in (Year 2 yard) Problem solve	Referral to Head Teacher or Deputy Restorative conversation	Reflection letter Next steps

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Serious incidents are recorded in an incident log in the Headteacher’s office.
- Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher:
 - physical violence or threatening behaviour
 - swearing intentionally to cause offence
 - racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
 - repeated disobedience
 - continued inappropriate behaviour after returning from Time Out
- The Headteacher or Deputy Headteacher will log parent contact/incidents in the school behaviour log.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Exclusion will always be a last option and follow the guidelines of the WAG Circular 1/2004: National Assembly Guidelines on Exclusion from Schools and Pupil referral units.

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy