



Priory School

POSITIVE BEHAVIOUR POLICY

TABLE OF CONTENTS

1. POLICY STATEMENT

2. AIMS OF THE POSITIVE BEHAVIOUR POLICY

3. TEACHING POSITIVE BEHAVIOUR

4. PRIORY RULES

5. RESPONSIBILITIES

6. REWARDS AND SANCTIONS

7. EMERGENCY PROCEDURES

8. TRAINING NEEDS

APPENDIX A – BEHAVIOUR MANAGEMENT FLOW CHART

1. POLICY STATEMENT

- 1.1 Positive Behaviour is a necessary part of the provisions we make at Priory School to create and maintain an orderly working environment in which all members of the school community feel safe and secure. This comes, not from fear of retribution but from the need to moderate behaviour in order to have a harmonious community.

2. AIMS OF THE POSITIVE BEHAVIOUR POLICY

- 2.1 To promote a calm, purposeful and happy atmosphere within school
- 2.2 To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- 2.3 To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- 2.4 To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- 2.5 To raise children's self-esteem
- 2.6 To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- 2.7 To help children, staff and parents have a sense of direction and a feeling of common purpose

3. TEACHING POSITIVE BEHAVIOUR

- 3.1 At Priory we believe that positive behaviour in children stems from learning the core skills and abilities. These core skills and abilities are:
- Independence and organisation
 - Self-image and self esteem
 - Motivation
 - Reflection and self-control
 - Attention
 - Perseverance
 - Fairness
 - Co-operation with adults
 - Collaboration with other children
 - Sociability
 - Empathy
 - Honesty
 - Respect for self and others

3.2 We believe that all staff at school have a responsibility to actively help children develop the 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 consequences to encourage the learning of appropriate and inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE, P4C and Thinking Skills.

4. PRIORY VALUES

- Team work
- Positivity
- Making a Difference
- Flexibility
- Creativity
- Trust
- Professionalism
- Effective Communication

5. RESPONSIBILITIES

5.1 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.

5.2 Parents' Responsibilities

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters and through parental

consultations. Parents are asked:

- 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 values

5.3 Children's Responsibilities

- To do their best, e.g. follow instructions, steps to success, meet the values
- 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

6. REWARDS AND SANCTIONS

6.1 At Priory 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. It is essential that all children are able to receive positive rewards. Children's success both in their work and behaviour should be measured against their previous performance rather than that of other children we use the following rewards:

- Non-verbal rewards such as thumbs up sign or a smile
- Praise
- Showing work to another teacher or the head teacher
- Stickers and star charts
- Certificates for Mathematics, (weekly) spellings (Half termly)
- Child of the week
- Postcards home for children/do they happen?
- Displaying work
- Homework Prizes in KS2
- Values Badges
- Posts of Responsibility e.g. Star of the day in Year 2 is helper the next day
- House Points

In order to discourage children from displaying inappropriate behaviour it is important to teach them positive behaviour.

6.2 Sanctions

Sometimes children do not behave appropriately. See **Appendix B for Sanctions**

7. EMERGENCY PROCEDURES

7.1 Priory has three Learning Mentors to support teachers when children display challenging behaviour that cannot be managed in the classroom. Where the class teacher is unable to

manage the behaviour of an individual, the following procedure is used. Appendix A shows the procedure to follow.

- 7.2 **TEAM TEACH:** At Priory School there are a number of staff trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. Records are kept and parents or carers are informed.
- 7.3 Some children may require a behaviour plan. This is devised by class teachers, learning mentors and parents and provides strategies to manage individual's behaviour.
- 7.4 There may some situations where an exclusion may be required. Reference will then need to be made to the Exclusions Policy.

8. TRAINING NEEDS

- 8.1 In service training needs will be identified in line with the SIP. We also ensure that staff are made aware of all relevant and available training.

APPENDIX A – BEHAVIOUR MANAGEMENT FLOW CHART

A child is behaving inappropriately which is preventing the learning of others, is dangerous or they leave the classroom.

Send a responsible adult to the Year Leader to request the learning mentor

The learning mentor should talk to the child and encourage them back to class as quickly as possible. If you are unsuccessful after half an hour call the relevant SLT member

APPENDIX B – SANCTIONS

Low Level	Sanction
Fidgeting / fiddling Telling tales Punctuality Dropping litter Noisy eg talking/shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Borrowing without permission Leaving work area untidy	Frown Verbal Withdrawing attention, ignoring Repeat activity properly Sit alone Reward others Warning Name on the board Related sanction e.g. completing work, cleaning up mess Stay in at playtime
Any persistence of low level behaviours would move into the moderate level	
Moderate Level	Sanction
Consistently shouting out Poor effort Distracting others Poor attendance Unprepared for work (continuously) Fighting Stealing Disregarding adults Threatening / aggressive behaviour Refusal to co operate Vandalism – graffiti etc.	Time deducted from free choice time Time out in another class Phone parents to discuss behaviour Informal parents meeting Home-School communication book Attendance letter Loss of privileges Request the support of a Learning Mentor Referred to Year Leader Deputy Head teacher Serious incidents recorded on SIMs
Repeated incidents of any moderate behaviours – Head teacher informed	
Serious Level	Sanction
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	Send to Head teacher Involve parents Involve SENCO Behaviour Plan Weekly behaviour report Involve outside agency – SEBDOS Referral, Ed Psychologist staff liaise with HT/DHT to access support Home lunch Modified timetable Fixed term exclusion Permanent exclusion
Physical violence towards members of staff will result in exclusion	

Appendix C: Policy Details

Date Approved	February 5 th 2018
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Responsibility	SLT
Consultation	January 2018
Approved by Full Governing Body	February 5 th 2018
Responsible Person	Monisha Jefcut