



Positive Behaviour Policy

The school behaviour policy is designed to encourage the way in which all members –pupils, staff, parents and trustees, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

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BEHAVIOUR POLICY

This policy sets out the expectations of behaviour at Harrow Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the vision statement of our school. This policy also links to the school Anti-bullying policy.

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Our behaviour policy focuses on **positive behaviour management**, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management (See also Learning and teaching policy, AfL guidelines)
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes / support from outside agencies
- Observing the Islamic morals and values to showing respect and behaving in a good manner.

AIMS

- To promote a positive ethos in the school through encouraging a shared understanding of the values.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

CURRICULUM AND CLASSROOM MANAGEMENT

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

OUR RESPONSIBILITIES CHARTER

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly, therefore the following responsibilities will assist in doing so:

CHILDREN

- Follow the school rules
- Understand what good behaviour means
- Learn to care for themselves and each other
- Will develop the concepts of good citizenship and learn the value of friendship
- Be punctual and on time for the start of the school day.
- Aim to have 100% attendance

TEACHER

The teacher (or responsible adult) is specifically responsible for the behaviour of the children in their class.

They will ensure that:

- They regularly discuss the class rules and school's expectation around behaviour.
- Their teaching is organised and is keeping with the statements in the learning and teaching policies
- The teacher is fully familiar with the children's needs and has made every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- The teacher when necessary will be involved with any outside agencies working with families in his/her care in consultation with Headteacher
- The teacher carries out the contents of this policy in a fair and consistent manner

TEACHING ASSISTANTS

Teaching assistants will support the children's behaviour by ensuring that they are:

- Fully aware of children's needs
- Follow the assertive discipline stages using rewards where appropriate
- Have high expectations of behaviour
- Support the children and staff with behavioural issues
- Model good behaviour
- Have a consistent fair and firm approach to behaviour

LUNCH SUPERVISORS

- To follow the Staff Handbook that outlines their roles and responsibilities.
- To follow the Behaviour Policy.
- Supervisors are responsible for the behaviour of pupils at lunchtimes and are supported by the SLT.

- To liaise with class teachers regarding lunchtime behaviour.

SLT

- Will ensure that the members of their team are following the learning and teaching policies and the behaviour policy
- Will help and advice members of their team with the delivery of the contents of this policy
- Will ensure that all staff are following the contents of this document
- Will help, support and advice staff as and when necessary
- Will ensure that all resources are available for the running of this policy

PARENTS

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To be aware of the events taking place in school via the website and any correspondence from the Senior team.
- To ensure their children are punctual and have good attendance

BEHAVIOUR MANAGEMENT PLAN

Our behaviour management plan has three key aspects: **rules, recognition and consequences.**

RULES

Everyone is expected to follow these whole school rules which are displayed around the school and in the classrooms:

- Say Thank you, Shukran and JazakAllah
- Say Asalamu Alaikum to everyone
- Start every good deed with Bismallah
- Respect everyone and everything
- Be hard working and proud of your work
- Listen and follow instructions
- Be a good listener
- Never forget: You are smart, Kind and Important
- Work hard and have fun!

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

RECOGNITION

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Each child having a 'note sticker book' and will receive 5 stars a day.
- Positive recognition to parents at the end of the session/ day
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in achievement assembly)

CONSEQUENCES/ SANCTIONS

Experiencing the consequences of children's choices is one of the most effective ways to shape their behavior because they can learn self-discipline. These lessons really last because they come from real life. Most success in life depends on making wise choices. Being able to think ahead about the positive or negative consequences of an action and choose accordingly is a skill we want our children to learn.

There may be occasions when a sanction has to be given to a child; Sanctions are likely to be most effective when:

- The child cares about what is being done;
- The child cares about their relationship with the person imposing the sanction.

In the case of more serious breaches of discipline, a more formal sanction may be considered. These should be used sparingly and not as a substitute for verbal discussion and negotiation.

Consideration should always be given to circumstances surrounding the behaviour and a specific behaviour should not necessarily earn a specific sanction as a matter of course. Before a sanction is imposed three factors should be considered:

- Does the child realise what he/she has done wrong?
- Does he/she accept the need for a sanction?
- Will the sanction be of benefit or will it just make the adult feel better?

INDIVIDUAL REWARDS AND SANCTIONS PLAN

The aim of the STARs system is to allow children to take more responsibility for their own behaviour. Children will feel more responsible and take ownership of their given stars and will work hard in keeping them.

HOW DOES IT WORK?

Every day each child is given 5 stars – which suggests that we expect all children to behave well for that day. These are stamped into their merit tick books.

The teacher will explain that no one will take these stars away from them unless they break the school rules.

Teachers will aim to help all children keep all 5 stars every day.

REWARDS

At the end of the week children who keep 22-25 of their stars will get golden time.

Golden time:

Golden time will be a special treat every week - activities which are suited for both boys and girls – e.g. lego building, board games, football etc. and will take place throughout the school on Friday at 3.00- 3:30pm. Children can bring in items as a treat for golden time.

Reward for pupils who never lose a star:

Every 2 weeks children with 50 stars and the highest number of house points will be awarded a certificate at achievement assembly.

At the end of each half term children with 2 certificates and have kept all their stars will go on a reward trip somewhere local e.g. Northwick Park golf centre, cinema and so on.

This cycle will be repeated every half term.

At the end of a term, children with 3 certificates and have kept all their stars will go on a trip to a place like Kidz Space.

Children who miss out on the 1st trip will be able to achieve the end of term award if they demonstrate they can keep their stars.

End of Year Awards will go to the children who have kept their full stars throughout the academic year and achieved between 4 certificates.

Teachers will be keeping a record of Merit Stars awarded and these will be checked by SLT every half term.

SANCTIONS - TRAFFIC LIGHT SYSTEM

Before a star is taken away the teacher will use the traffic light system as a warning.

Warning 1: the adults will state the behaviour which could lead to the child's name being taken off green

Warning 2: child's name taken off green and onto amber.

Opportunity for improvement and self-correction is given. (Child comes back to green)

Warning 2 again: child moved onto amber.

If inappropriate behaviour persists, warning 3 given and name moved onto red.

Any child whose name is moved to the red loses a star. (Teacher will put a cross through one of the stars)

This will also apply while walking around the school, in the corridors, during playtime and lunchtime. The class will decide what happens when a child loses a star, ie. Misses minutes from break time/ golden time and so on.

Children who are late to school with an unauthorized lateness and arrive after 8.50am will lose 1 star.

BEHAVIOUR OUTSIDE THE CLASSROOM

Lunch time supervisors and any staff who will be with the children will give red cards for major incidents (listed in card) and amber cards for children who have had a warning and green cards for children who have behaved well during lunch times. These will be handed over to the children themselves.

Three lunch time warnings (amber cards) will result in losing a star. Teachers will encourage their classes to do the right thing and help them to be responsible for their own behaviour. Children should also use positive encouragement to help one another to do what is right. This will enable behaviour to be self-checked instead of constant monitoring.

A note will be sent home informing parents when 3 stars have been removed.

FIXED TERM AND PERMANENT EXCLUSIONS

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. The Headteacher may exclude a pupil for one or more fixed periods, starting from 1 day, 3 days, 5 days then 10 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.

TRIPS

If a pupil's behaviour before a trip is consistently unacceptable they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

WHOLE SCHOOL REWARDS AND HOUSE SYSTEM

The purpose of house points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude.

- House points are the primary method of rewarding good behaviour on a daily basis.
- Pupils at Harrow Primary School are split into four 'houses' at the start of each academic year.
- Class teachers are responsible for ensuring that the houses in their class are balanced between gender and ability.

- Any member of staff can award house points.
- House Points are tally marks which are awarded to children for any of the following reasons:
 - An outstanding piece of work
 - Demonstrating good effort when encountering a challenge
 - Following a school rule
 - When a learning target has been achieved
 - Supporting other pupils in their learning
 - Demonstrating that a school rule has been followed
 - Promoting good behaviour in others
 - Improving their behaviour
 - Taking responsibility for their learning
 - Carrying out extra responsibilities in class
 - Answering a question well
 - Developing confidence in an area
 - Up to three house points can be given at a time.
- House point charts are then counted by student councils every Friday.
- The winning house will be announced in the Monday assembly and the chart will be updated.
- At the end of the term, the house with the most points is awarded an in house party.

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents. This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

LINKED POLICIES

Anti-Bullying Policy

APPENDIX

Separate Publisher File (with Behaviour Policy materials)

School Rules