

Ambler
Primary School and Children's Centre

Policy

Positive Behaviour

December 2016



**Next review with Safety, Service and Communications Committee
December 2017**

This policy is subject to ongoing change and will be updated as and when required.

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1. Introduction

At Ambler Primary School we believe that strong, positive working relationships are of the utmost importance to our school community. Positive relationships allow everyone to develop and 'achieve more'. Our belief is that a co-operative school is a happy, secure place where everyone's needs are met and all have the opportunity to succeed. We also recognise the vital importance of preparing our pupils for their life beyond their school career and therefore encourage safe behaviour and promote understanding of why this is important.

As a consequence of these beliefs, we have developed a school ethos of DREAMS qualities (determination, resilience, enthusiasm, ambition, motivation and self-belief) which we actively encourage all children to develop. This in turn allows our pupils to be reflective about behaviour, understanding how to make the most positive choices in order to 'achieve more'. (see appendix 3 – which outlines how DREAMS is lived at Ambler)

2. Rules, choices and consequences.

Rules

At Ambler, we have four simple positive school rules which are displayed prominently around the building. These set out the high expectations we have of pupils. All pupils are expected to follow the rules positively, setting a good example to others.

Rules

- 1) Use your DREAMS behaviours every day in lessons and around the school
- 2) Be kind, safe and respectful to all
- 3) Follow all instructions immediately.
- 4) Look after the school and everything in it.

Choices

At Ambler, we see all behaviour as a choice – both positive and negative. We encourage pupils to make positive behaviour choices, and offer them opportunities to improve negative ones. We define behaviour choices in three ways:

Positive	Negative	Serious & Negative
Showing respect. Being polite. Listening well Supporting others in their learning. Taking care of our school. Showing the DREAMS qualities.	Ignoring instructions from any adult Name calling Repeated calling out or disturbing other people's learning Answering back to grown ups Disrespectful behaviour	Hurting another person (adult or child) deliberately Swearing Spitting Deliberately damaging school property Shouting at adults Aggressive behaviour Stealing Lying Prejudicial and discriminatory language

This categorisation of behaviour choices is key to the 'Good to be Green' policy, and affects the consequence a child receives (please see appendix I)

Consequences

Consequences are used consistently to both reward positive choices and encourage more positive choices in the future. They are applied by all staff rigorously to ensure consistency.

Consequences may include:

Positive	Negative
<ul style="list-style-type: none"> • Verbal praise • DREAMS stickers • Star of the day/week • Gold card • 'Good to be Green' • House points • DREAMS book / Tea Party • Reward within classroom • Marbles in the jar • Telephone call or text home • Postcard home • Class party • Green lining up star 	<ul style="list-style-type: none"> • Reflection room (LT) • Time out (during PT) • Losing the right to choose an activity during Enrichment Time. • Sent to Phase Leader / DHT / HT • Telephone call home • Letter home • Meeting with parents • Behaviour report • Internal exclusion • External exclusion

Some positive consequences may be given ad hoc – for example, verbal praise, house points or marbles in the jar. Others, however, will be given at fixed times – for example, a sticker for each child who has stayed on green all week should be given each Friday. The DREAMS weekly assembly rewards outstanding behaviour for learning and behaviour for life.

Internal/External Exclusion

Only the headteacher or deputy under the head's authorisation can exclude a pupil and this must be on disciplinary grounds. They must take into account their legal duty of care. A thorough investigation will be conducted in order to establish the facts and that exclusion is an appropriate sanction. Parents will be notified without delay of the period of exclusion and the reasons for it and this will be followed up in writing. The decision whether an internal or external exclusion is appropriate, will be made by the headteacher. Internal exclusion is used when a pupil has not responded to a behaviour report or in the case of extreme behaviour like prejudicial language or dangerous behaviour. The child is set work by their teacher and supervised by the phase leader or deputy head teacher. For both internal and external exclusions a reflection exercise is completed before returning to class.

3. Behaviour in the classroom.

Our primary behaviour strategy is 'Good to be Green', a positive inclusive behaviour system based around the concepts of choices and consequences.

The emphasis of this is on positive behaviour as a choice and ownership of, and taking responsibility for, both positive and negative behaviour. The strategy of consequences, both positive and negative, appropriate to particular behaviours is used.

In each classroom (including the Interventions and Extended Day Rooms) a prominent display is made of the 'Good to be Green' chart, clearly labelled with each pupil's name. In each child's section, they have 4 cards – 1 each of green, yellow, red and gold.

Each card has an individual significance:

- Green card signifies positive behaviour choices, which leads to positive consequences.
- Yellow card signifies that the child is being given an opportunity to correct a negative behaviour choice.
- Red card signifies that the child has continued to make negative behaviour choices and subsequently there will be a negative consequence.
- Gold card signifies that the child has shown exceptionally positive behaviour, which leads to positive consequences.

The primary negative consequence used is that for the pupil to attend the Reflection Room during the first half of their lunch hour. This allows the pupil an opportunity to discuss and reflect on the negative choice made in a supportive and structured atmosphere. This is led by a teacher on duty. After a discussion about the behaviour choices made, the pupils complete a short reflection sheet, including a 'take away' slip, where they write advice for themselves to take away and use the next time they find themselves in the same or similar situation.

In order to track children on a red card their names are entered weekly into a behaviour tracking sheet. This is then reviewed weekly by the phase leader, inclusion leader, deputy head and head and actions are decided.

Behaviour for Learning

As a school, we encourage our pupils to consider what good 'Behaviour for Learning' looks like. Through classroom displays, discussion and regular reminders, all children are aware of how to make positive choices to ensure this and are able to assess their own choices and the choices of others.

These behaviours include, but are not restricted to:

- Ensuring good posture at desks and tables.
- Tracking the speaker.
- Making eye contact.
- Listening and respecting the views of others without interruption
- By showing the ability to work independently, in a group or whole class
- By working without distracting both yourself and others
- Being engaged and enthusiastic in your learning
- Following instructions

- Being organised and ready to learn
- To be able to articulate what you have achieved and identify what your next steps are.

Pupils are encouraged to lead on behaviour through posters, school council and positive role models like peer buddies, stair monitors and assembly monitors.

4. Behaviour in, out and around the school.

Our school rules and expectations extend to all times the children are on site or are accompanied by an Ambler member of staff (e.g. educational visits).

Around school

In the school building, pupils are expected to be calm, orderly and considerate, showing good manners and courteous behaviour to both adults and other children. All members of staff have high expectations of manners, and actively model the DREAMS behaviours expected from pupils.

Courteous behaviour includes:

- Holding doors open for others.
- Saying please and thank you.
- Demonstrating good table manners.
- Greeting others cheerfully.
- Saying 'pardon'.

When pupils are not seen to show these behaviours, they are reminded by adults and other pupils of the expectations we have.

Out of school/School trips

When pupils are off of the school site, but are accompanied by staff members, expectations regarding behaviour remain the same as when in the classroom or elsewhere in the school building. Staff members consistently have high expectations of pupil behaviour outside of school and will brief pupils on any expectations that relate specifically to a particular venue before leaving (e.g. using a quiet voice in the N4 Library), or any additional behaviours required for safety (e.g. walking in partners along the road or in a railway station).

Whilst on an educational visit, staff members may implement the Good to be Green policy as required, encouraging pupils with positive consequences and using yellow and red cards as appropriate. The same system of reminders should be used as in the classroom (please see appendix I) for consistency.

Children travelling to or from school wearing the school uniform or in some other way identifiable as a pupil at this school who pose a threat to another pupil, member of the public or who could adversely affect the reputation of the school, will be will disciplined as appropriate.

In the playground

At lunchtime, all staff retain the high expectations of behaviour that is held during lesson times. Pupils are expected to follow the positive school rules and display the DREAMS qualities at all times.

In order to promote this outstanding behaviour, pupils who are seen to make exceptional positive choices may be noted down in the 'Lunchtime DREAMS book' by lunchtime staff. These reports are then passed onto the class teachers, who can action them into positive consequences.

However, we also recognise that at times pupils may behave in a negative or inappropriate way whilst on the playground. When this happens, lunchtime staff may issue a 'yellow card' or 'red card' in accordance with the positive behaviour policy. This must then be communicated to class teachers, who will action this during the afternoon sessions.

Ambler runs an active playground system so all children can participate in a wide variety of activities. This reduces the chance of boredom and bad behaviour.

5. Liaison between home and school.

As we recognise the importance of working collaboratively with parents and careers in order to encourage positive behaviour, a clear system of reporting and liaising is in place.

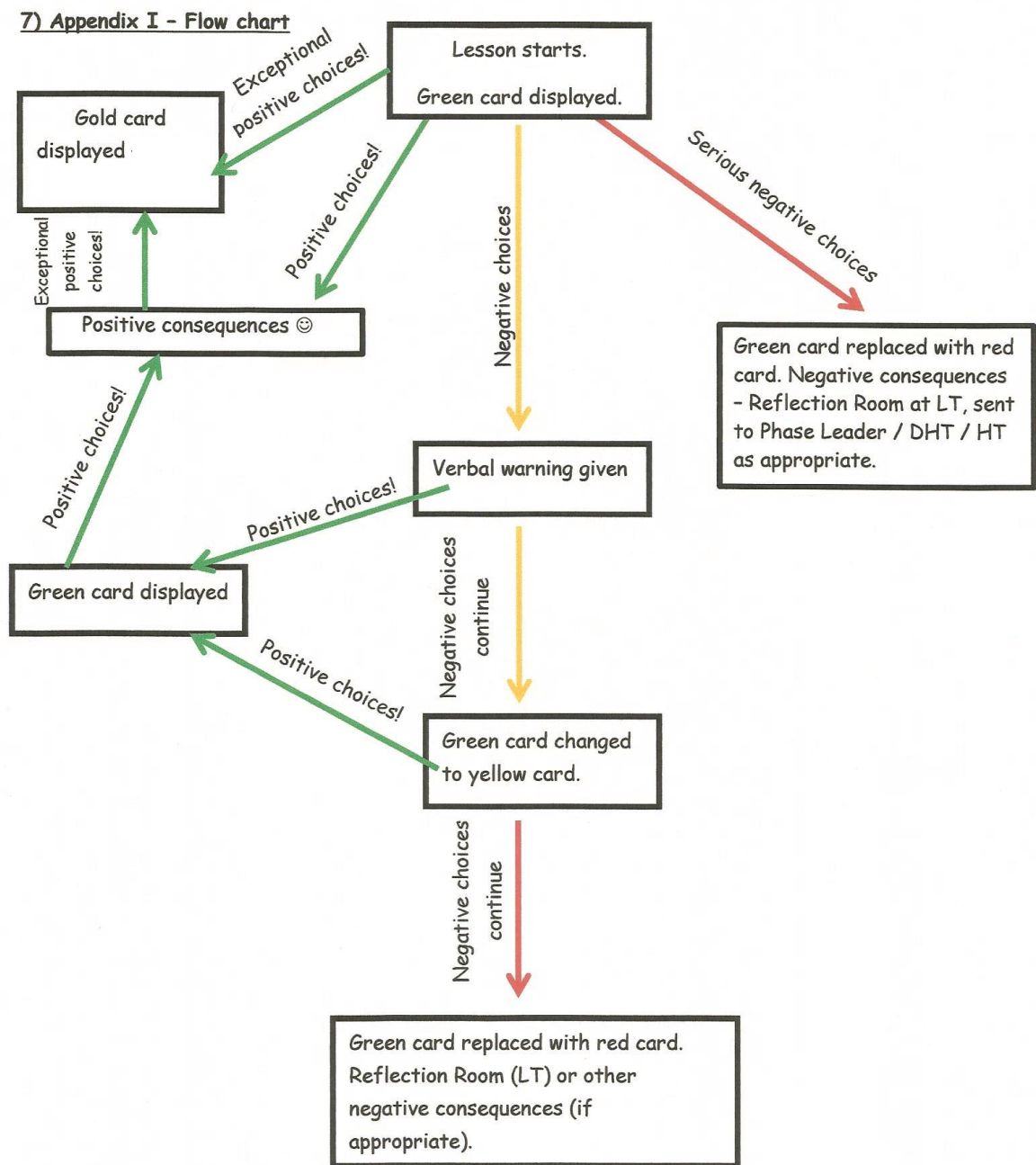
After 3 red cards in any one half term, a phone call is made or a letter is sent home via the school office to the parents or carers inviting them to meet with their child's phase leader in order to discuss the negative choices that have occurred and to identify positive next steps. Should a face to face meeting not be arranged, the phase leader will endeavour to make contact with the parents/carers via telephone.

Likewise, at Ambler there is a strong ethos of contacting parents to share positives about a pupil's behaviour. Primarily this is done through informal face to face discussions or telephone calls, but also occurs weekly through the DREAMS book assembly and corresponding postcards which accompany each award given.

6. Power to use reasonable force

The school takes guidance from the DfE, Use of reasonable force: advise for headteacher, staff and governing bodies (July 2013). At Ambler most instances of negative behaviour can be dealt with by discussing matters with the child and the child's parents. There are times, however, when staff have to use reasonable force. This is quite rare and only occurs if a child is presenting harm to themselves or others. If reasonable force has to be used; the incident is recorded and the parent/carer and headteacher are always informed and the circumstances explained. Other examples of may be, physically separating pupils fighting or if a disruptive pupil refused to leave a room when instructed to do so, they may be physically removed.

7. Appendix I, Flow chart



8. Policy Links

This policy should be read in conjunction with Ambler's policies on:

Safeguarding

Health and Safety

Whistle blowing

Anti-bullying

Equalities

Special Education Needs

School Special Educational needs information report:

<http://amblerprimaryschool.co.uk/our-school/school-policy-2/sen/>

Code of conduct

8. Appendix II – Reflection Sheets

KS1 reflection

Name: _____

Date: _____

My choices reflection

My negative choice was...

This was a bad choice because...

Next time this happens, the positive choice I will make is...

KS2 Reflection

Name: _____

Date: _____

My choices reflection

What was the negative choice you made?

What happened before you made that choice?

Why did you make that choice?

- - - - -
- - - - -

The next time this happens, I am going to...

9. Appendix III – DREAMS



At Ambler, we find ways to promote the DREAMS values and reward the children when they display them. This is done in a variety of ways:

- Teachers reward children in class and around the school with a sticker
- In addition, one child from each class is selected for the DREAMS assembly held on Friday to receive a sticker and poster, be entered into the DREAMS book and celebrate with the Head at a tea party. (Year 1 receive a 'goodie bag' with their sticker, in class, during the first half term. After the half term break, they join the other children selected at the tea party).
- Your child's DREAMS qualities are discussed with your child at pupil conferencing and with mums, dads and carers at parents evening.
- In the summer term, there is an awards ceremony for DREAMS qualities and other positive behaviours including empathy and manners.
- Displays around the school and in all classrooms explain and promote the DREAMS values along with guest speakers who are invited periodically.
- The teachers draw out aspects of the DREAMS qualities when planning out aspects of the curriculum.
- DREAMS qualities are not just for the children, they apply to everyone in the Ambler community.
- There is a selection of books available for adults who want to develop their DREAMS qualities