

# St Austin's R.C. Primary School

## Positive Behaviour Policy



**Grow in Faith Together**

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Title of Policy: Positive Behaviour Policy  
This Policy replaces: Positive Behaviour Policy 2013  
Author: A Shepherd  
Post Holder (will be responsible for keeping policy updated): Headteacher,  
Governing Body, SENCO, Business Manager  
Related Policies: Behaviour Statement, Children's Booklet, Exclusions Policy  
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The philosophy of the Behaviour Policy of St Austin's RC Primary School is embodied in the School Mission Statement and prepared as per the Education and Inspections Act 2006, sub section 89:



***St Austin's is like a star where the light inside each one of us shines brightly.***

***As a team, we support, value and respect each other.***

***As a family, we use our talents to be the best that we can be; following the path of Jesus as we:***

***Grow In Faith Together***

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

### **Aims of our Positive Behaviour Policy**

- To encourage 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 work to prevent all forms of bullying (see anti-bullying and behaviour statements)
- 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
- To ensure our whole school life is a learning experience, in the context of the wonderful world which God has created for us

### **Developing Positive Behaviour**

We believe that all staff at school have a responsibility to actively help children develop core values and abilities. They can be taught throughout the school day by:-

Staff modelling the values 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 weekly assemblies

**Specific School Rules –** (*Pupils have ownership as they have contributed to these*):

**G**ive a smile

**I**nclude everyone

**F**ollow and achieve your talents

**T**reat each other with respect

**O**rganise yourself

**F**ollow in Jesus' ways

**L**ook after our school

**O**bey school rules

**V**olunteer your time and efforts

**E**very day in every way- encourage others.

## **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
- To sign a behaviour contract at the beginning of the school year and before the annual residential trip

### **School Council**

- To be a good role model

### **Children's Responsibilities**

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

## **Positive Consequences (Rewards)**

At St Austin's we believe that children should be encouraged to behave appropriately and work to the best of their ability. 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
- Stickers, star charts
- Certificates
- Headteacher' s Awards
- Class Attendance certificate
- Reporting back to parents
- Displaying work
- Good work assemblies
- House awards /points
- Foundation Stage /KS1- Star of the week
- Awards ceremony

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.

## **Negative Consequences (Sanctions)**

In order to discourage children from inappropriate behaviour, we believe it is important to teach them positive behaviours. If a child misbehaves, staff should ask for the behaviour to be stopped. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At St. Austin's we do this via a system of consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community.

*The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.*

- Asked to change activities
- Separated from those with whom they are behaving inappropriately
- Taken aside and spoken to quietly by a member of the staff. Together they will discuss what has happened and talk about the consequences of the child's actions.
- Finish their work in their own time
- Forego privileges
- Miss a playtime or part of a playtime or golden time
- Work in another classroom for a limited period
- Sit and discuss with the teacher or another adult the consequences of his/her actions and how to avoid such situations in the future.
- Home/school liaison book
- Parental discussion.

## **Involving Parents**

At St Austin's, 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 all children positive behaviour.

Information about ways in which parents can help their children is provided in the school prospectus and through curriculum meetings, reports and newsletters.

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

If a child displays inappropriate behaviour of a moderate level that child will be asked to:

- Reflect about what went wrong and to suggest ways in which the behaviour can be improved or avoided in future. Should a child's behaviour continue to give concern he may be referred to the Deputy Head.
- After persistent inappropriate behaviour, children will be referred to the headteacher who may contact the parents to discuss the problem. Serious incidents may also be referred directly to the Head. At each stage, our system allows the teacher to find out if there are any factors that may be contributing to the child's behaviour.
- Where concerning behaviour continues in spite of all of the above procedures the child will be referred to the Special Needs Co-ordinator who will work with the class teacher to develop an appropriate education plan which will be discussed with the child and the parents. The plan will be reviewed regularly and updated appropriately. Where necessary referral will be made to a specialist teacher or outside agency. In very exceptional circumstances the procedures for suspension and expulsion will be initiated, following L.A. guidelines and the exclusion policy.

### **Behaviour Policy**

A behaviour log is to be kept in each classroom. Anything which is considered to be beyond the usual range of expected behaviour, or which occurs regularly, should be logged by the class teacher. This is then collated and shared as appropriate. The main office may also be informed (SIMS).

### **Exclusion**

Please refer to the exclusion policy.

### **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