
Positive Behaviour Strategy

Spring 2019

Summary

Love to Learn

We LOVE to LEARN. We nurture this love of learning in our pupils from a very early age. We passionately believe in developing the child as a whole and encouraging everyone to strive to achieve their best on an academic and personal level. Our exciting and engaging curriculum, provides enjoyable and realistic learning experiences that our children love to participate in.

At Fieldhead Carr we create a happy, secure atmosphere within an environment where all children flourish. By ensuring that all adults and children treat each other with mutual respect and consideration, our pupils learn to value and respect themselves, others and the school. Through emphasising praise and positive reinforcement, we encourage high standards of work, behaviour and discipline, ultimately enabling our children to reach their full potential.

Recommendation

Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed annually.

Author's Role	Joe Murphy- Deputy Headteacher
Date	Spring 2019
Internal Review date	Spring 2020
Review date	As changes

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Fieldhead Factors

At Fieldhead Carr, our school ethos is based around six Fieldhead Factors. Our 'Factors' are based on the principles of the Growth Mindset and underpin everything that we do. We actively encourage challenge, resilience and effort in all of our pupils. We believe that everyone's abilities and talents can be developed through dedication and hard work. These are outlined below:

Responsible

We take ownership of our own choices.

Respectful

We are proud to show respect for ourselves, our school and our community.

Reflective

We reflect upon our experiences and learn from them.

Resourceful

We are curious, independent learners.

Cooperative

We are successful together as a team.

Persevering

We will always try, try and try again.

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School Rules

A love of learning is instilled in our pupils from a very early age. Fieldhead Carr Primary School is committed to celebrating positive achievements, particularly in relation to positive behaviour and attitudes to learning. We have simple rules for behaviour at school linked to our positive aims. They aim to develop respect for each other as individuals regardless of race, gender, religion, ability or circumstance. These are reinforced within our classrooms and all around the school inside and out.

The Fieldhead Carr way

F- Feet and hands kept to yourself

H- Happiness and politeness go a long way

C- Challenge yourselves by always doing your best

P- Pupils move quietly with indoor voices

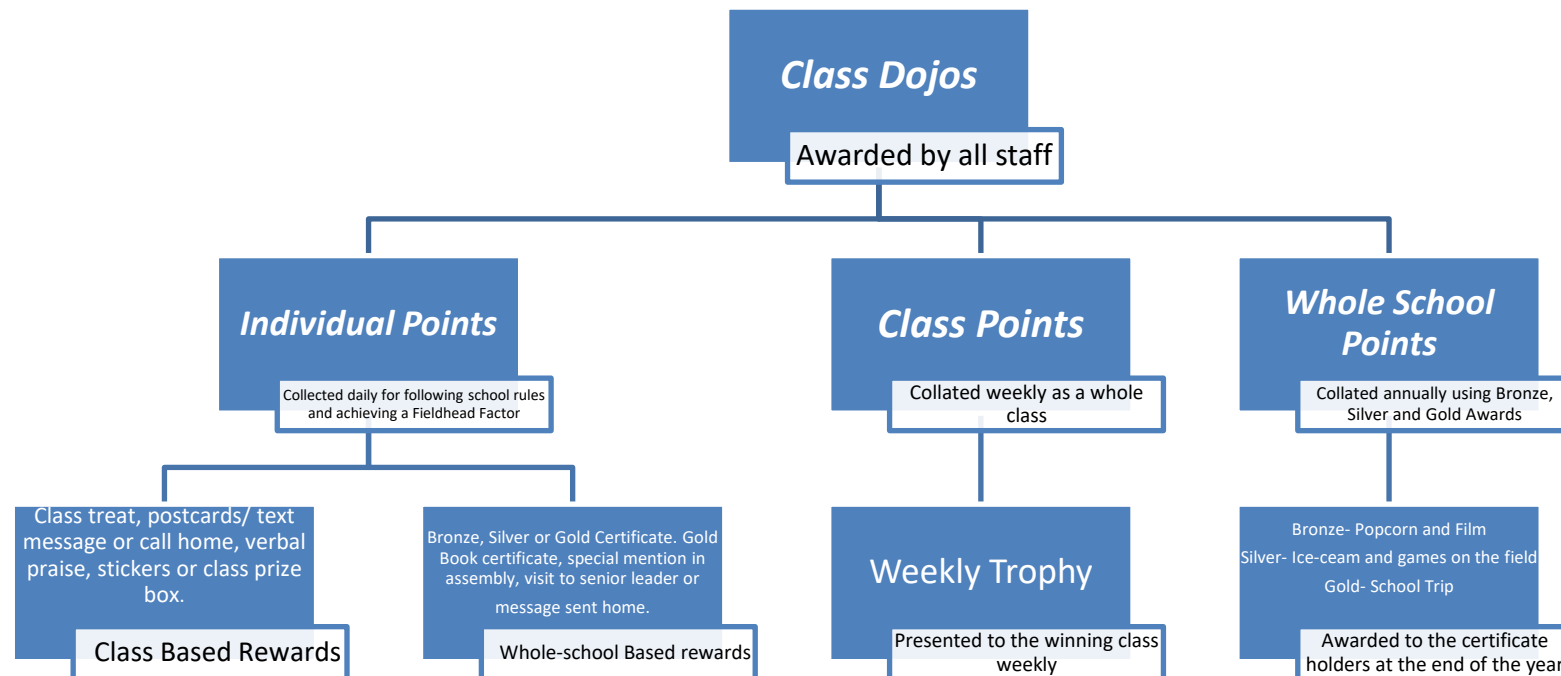
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Rewarding Positive Learning and Behaviour

All members of the school community are assigned a class dojo and children are awarded a dojo for following the school rules or achievement towards the Fieldhead Factors. We want all children to enjoy success and derive as much benefit as possible from being at Fieldhead Carr Primary School.

Positive behaviour is rewarded in a range of ways; on an individual basis and as part of a class team. Individually the children are working towards achieving a bronze, silver and gold award for collecting a total of dojos. These awards will be presented in assembly in Gold Book assembly and at the end of the year a celebratory day will be held in school.



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Friday Celebration Assembly

Gold Book

Each class teacher selects a pupil from their class who deserves to have their achievement recognised from that week. The child will receive a gold certificate and a prize from the gold box. Their parents/carers will be invited to the assembly to hear their special mention.

Dojo Class of the week

The class with the most combined dojos will be selected for outstanding achievement each week. This class will get a special mention in Assembly and receive a trophy to keep for the week.



Attendance

The Learning Mentor will collate attendance figures at the end of each week. The classes with a percentage total of 96%-98% will receive £2.50 and 98%+ will receive £5.00 to put into the bank. The total can be spent at the end of the year on a class reward. Attendance will be reported on the fortnightly newsletter to parents.



Birthdays

Each week birthdays will be celebrated in assembly. Children will receive a book token to be exchanged in the head teacher's box of books.

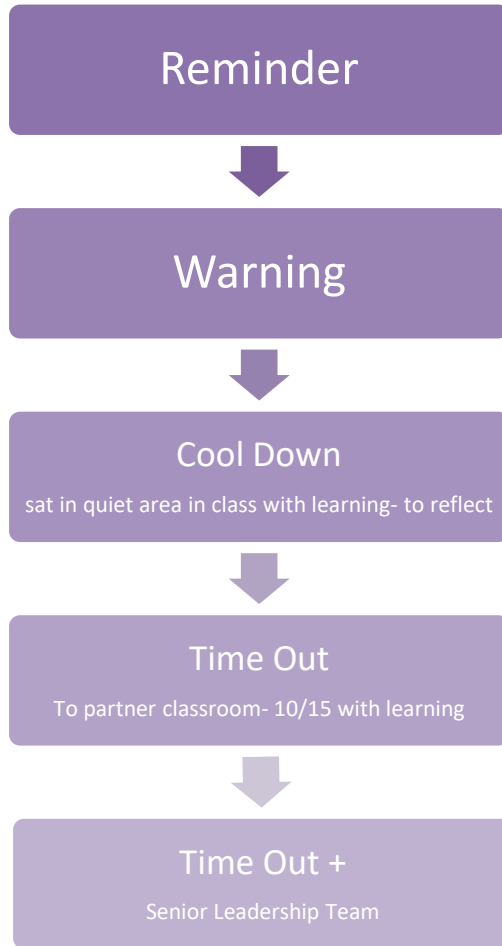
Special Mention.

If you feel there is a child/ group of children that deserve a 'Special Mention' in assembly you can record their achievement to be read out in assembly.

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Behaviour Sanctions

There may be occasions when children make choices which negatively affect their learning and that of others or when they don't behave in the way we all expect. In these cases it is important that children know that there are clear consequences to their behaviour choices and that all staff will apply these consequences consistently whilst taking into account individual circumstances and needs. We follow a behaviour system called 'Positive Purple' which gives all children the chance to remain in the purple zone.



All Learners (positive purple) Trustworthy, polite, share and responsible Excellent role models Improve behaviour Listen and be kind
Reminder Distracting others Being distracted Being disrespectful Not Following instructions
Warning Distracting others Being distracted Being disrespectful Not Following instructions
Cool Down Distracting others Being distracted Being disrespectful Not Following instructions
Time Out Distracting others Being distracted Being disrespectful Not Following instructions
Time Out+ Swearing, Racism, extreme physical violence, extreme damage to property 2+ time outs in a week

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Reminder

Verbal warning given.

Warning

2nd Verbal warning given.

Cool Down

If poor behaviour continues child and/or learning is moved to designated area in classroom. This time is used to reflect on behaviour and to allow the child to get back on track with expectations.

Time Out

A time out session may be needed if behaviour continues to be disruptive or pupil continues to be disrupted. A staff member will escort the child to their partner class with work to complete. The observing adult will decide the appropriate amount of time and any further sanction to be given.

Time Out+

A 'Time Out' session with a member of SLT will take place at the next available break time (see session overview below). During the time out session children are encouraged to enter into an honest dialogue and explain what happened and why. They will complete a restorative worksheet which will be sent home to parents. (See Appendix 1)

Session 1	Session 2	Session 3
AM play	Lunch	Next day

If poor behaviour continues (or extreme behaviour displayed) the child will need to complete their learning out of the classroom for a longer period of time. SLT/Pastoral support should be called. The child may spend the rest of the session/ part of day out of the classroom to complete learning. Parents will be informed and the incident logged on CPoMS

Monitoring of Behaviour Records

All behaviours will be logged on class recording sheet and submitted to learning mentor at the end of each week.

Stage 1 monitoring-

SLT/ Learning Mentor to monitor the number of Time Outs each fortnight. If a child reaches 3, then the Class Teacher makes contact with the parents/carers. When 5 is reached, SLT will contact home.

If no improvement is made, a letter is sent out to invite parents to a meeting with the Learning Mentor and a member of SLT. An individual behaviour plan will then be put in place. If extreme behaviour is displayed, the Head Teacher may inform parents that their child may be at risk of exclusion.

Stage 2 monitoring-

In the event of behaviour failing to improve after two weeks on a behaviour plan, the SLT will:

- Send a letter home informing parents and inviting them in for a second meeting.
- Assign a mentor to work with the child and class teacher to explore additional strategies to try in class.
- Liaise with Class Teacher, Inclusion Manager, Learning Mentor and Parent Support Advisor for suggested support (Anxiety Workshops/ /AIP/Rainbow Room).

At this stage, privileges may be removed including educational visits, playtimes and school events for an agreed period. The child will continue on a behaviour chart which will be monitored daily by SLT.

In extreme cases, the child will work in isolation from the class to complete work or work with alternative provision (e.g. AIP). The Headteacher will inform parents that their child may be at risk of exclusion.

Stage 3 monitoring-

The Headteacher will issue exclusions following DFE guidelines (September 2017). In the absence of the Headteacher, the Deputy Headteacher or Senior Leadership Team will remove the child from class and the child will work in isolation until the Headteacher returns. Parents will be informed.

When a child returns from a fixed term exclusion their parents will be asked to bring them to school and meet with the Headteacher. The child may then spend up to 5 days in an alternative class prior to returning to their normal teaching group. This is to allow the child time to settle back into school whilst breaking patterns of behaviour that may have developed in their own class.

These sanctions should be applied consistently in all classes for all children. It is important that the children know what is expected of them and that there are clear and fair sanctions if they do not meet expectations of behaviour.

(Once a child has been identified as being at risk of exclusion, the Headteacher will follow DCSF guidelines to support the child and avoid exclusion.)

Managing extreme behaviour

Where a child is unable to comply with school policy and difficult situations (child absconds class/ demonstrates dangerous behaviours/ disrupting a class by refusal and non-compliance) arise a clear set of procedures should be followed:-

- An agreed area is established in the classroom for self-imposed Calm-Down Time.
- Where this strategy fails, back-up is called for from the Pastoral Team or SLT.
- The child is spoken to calmly and told to follow the member of staff from the classroom. (Clear instructions given/ kinaesthetic prompts/ take-up time/ partial agreement)
- If the child refuses to follow then the class will be removed.
- The child is taken to a quiet space and supported to calm down using agreed strategies.
- When the child is calm and ready to go back to class they may return. The member of staff will stay with that child initially to support their return.
- The child will receive an automatic Time Out+ and engage in a restorative session the following day. (This will be held sooner if staff are available.)
- Team Teach will be used in extreme cases when the child puts themselves or others at risk of harm.

Senior Leaders will monitor behaviour in classrooms frequently. Where the member of SLT observes a difficult situation they will intervene and ask the child to step out of class rather than reprimand in front of the class.



Behaviour Slip- Given to:

Given by:	Class:	Time:	Date:
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Reason for behaviour slip:

Damaging property	Swearing	Racist behaviour	Hurting someone
Rude behaviour	2+ timeouts in a day	Persistent name calling	Other

Incident (brief description):

Your child has been told the reason why they have been given a behaviour slip.

Note: If other children were involved, they will have been dealt with in accordance with the school behaviour policy. Your child may not be fully aware of this.

Why was I given a behaviour slip?

Next time I will.....

Tell a teacher	
Count to 10	
Walk away and come back later	
Focus on my learning	

Who I am going to say sorry to

Form to be photocopied and sent home to parents/carer

We have read the details of the behaviour slip. (Please complete and return to the class teacher of your child.)

Name of child:

Signed:

Date:



Behaviour Slip- Given to:

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To be completed by pupil **TO A HIGH STANDARD-INCLUDING CLEAR SENTENCES AND NEAT HANDWRITING;**

All the reasons why I was given a behaviour slip-as explained to you by the member of staff:

How I will prevent it happening again, giving at least three ideas:

Who I need to apologise to (and why) and when you will do it:

Form to be photocopied and sent home to parents/carer

We have read the details of the behaviour slip. (Please complete and return to the class teacher of your child.)

Name of child:

Signed:

Date:

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