



Positive Behaviour Management Policy

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“The roots to grow, the path to follow and the wings to fly.”

Positive Behaviour Management Policy

Introduction

The Pathfinder C of E Primary School constantly strives to be a safe environment where all can teach and learn in a calm and supportive atmosphere which is significantly influenced by our Christian ethos. All those involved with our school are expected to show respect and consideration for others and the school. Everyone at The Pathfinder must take responsibility for making our school a happy place in which to work and learn.

This policy has been written in consultation with the 'Cambridgeshire Policy and Guidance on the Effective Management and Behaviour'. The County Council policy must be read alongside our school policy, it has been formally adopted by the school and Governing Body.

Principles of our Positive Behaviour Policy

Clearly shared expectations and excellent behaviour is essential for effective teaching and learning to take place. At The Pathfinder Church of England Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, calm and fair. Excellent behaviour is carefully developed and supported. We promote and develop self-esteem, knowing how effectively this supports excellent behaviour, quality learning and positive relationships. Learning experiences will be planned with pupil engagement at the forefront of teachers' minds; engaging lessons promote excellent behaviour. The best results, in terms of promoting excellent behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. However, a Positive Behaviour Policy cannot be solely based on praise and reward, consequences and sanctions are an important part of the policy and we use these to help children understand the difference between right and wrong.

Our Positive Behaviour Policy is also embodied within the Aims & Values of the school.

'The roots to grow, the path to follow and the wings to fly'

Respect	Wonder
Optimism	Individuality
Originality	Nurturing
Trust	Generosity
Spirituality	Success

These values apply not only to a child's development as a learner, but also to their personal development as a well-rounded young person. At The Pathfinder these values are understood and full supported by the whole school community, including staff, pupils, parents and governors.

Aims:

- To set high expectations of behaviour from all children;
- To ensure that everyone within the school community understands our approach to behaviour management;
- To develop a moral framework based upon our Christian distinctiveness;
- To enable children to develop a sense of self worth and a respect for others;
- To create an environment in which children feel safe, secure and respected;
- To work consistently and fairly in the positive management of behaviour;
- To encourage staff, children and parents to value good behaviour;
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

As adults we have a vital part to play as role models and recognising the importance of leading by example. This includes demonstrating positive behaviour towards each other as well as to the children. We feel it is important to teach children how to behave appropriately and give feedback to pupils when they are behaving well. The need to show respect for each child as an individual is wholly recognised. It is our role to tackle inappropriate behaviour with a calm, consistent and fair approach, separating the behaviour from the child.

How will we achieve our aims?

Pupils, parents and staff all take collective responsibility for the promotion of the highest standards of behaviour at The Pathfinder School. All children, staff and visitors are encouraged to live by 'The Pathfinder Ethos' whilst in school.

The Pathfinder Ethos

Respect	We show respect for each other
Optimism	We find solutions when something isn't going well
Originality	We share our own ideas and talents thoughtfully
Trust	We take responsibility for our choices
Spirituality	We reflect and grow as individuals
Wonder	We ask questions that may not have answers
Individuality	We celebrate each other's differences
Nurturing	We show care for ourselves and everyone
Generosity	We share a smile and serve each other
Success	We smile at our successes and our mistakes

The rewards and consequences linked to The Pathfinder Ethos are expressed visually through the use of a colour coded ladder system in each classroom. These will be personalised in style to suit the age and curriculum of the pupils. All children begin the day on the 'Ready to Learn' space, recognition of the fact that all children are at a positive, bright place and setting the expectation of excellent behaviour. Behaviour which consistently exceeds The Pathfinder Ethos is rewarded (the child moves up the ladder) and failure to meet its expectations results in consequences (the child moves down the ladder) – see rewards and sanctions below.



The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to excellent behaviour. Planning for the needs of each and every individual pupil, planning for active involvement of all pupils in their own learning and planning learning experiences and topics which match the pupils' interests all help to avoid the disaffection which can lie at the root of some unwanted behaviour.

Marking and record keeping is used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Lessons will develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.

Classroom Management

Relationships between teacher and children, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms will be organised to develop independence and personal initiative. Furniture will be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays will help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom will provide a welcoming environment.

Equality and Fairness

At The Pathfinder Church of England Primary School all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity for all of the protected characteristics, i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity (see Equality Policy and Objectives). Pupils and parents as well as staff are invited to take part in decision-making, and policy decisions. Views of stakeholders are regularly sought through discussion and questionnaires.

Pastoral Care

We believe that our Christian identity and Aims & Values greatly support our positive behaviour management approach. Collective Worship takes place daily and is planned to use the teachings of God and Jesus alongside our Aims & Values and The Pathfinder Ethos to support and guide children in their pastoral development and reflection.

In addition to the pastoral care provided by all school staff we have access to a Pastoral Leader. This role will grow and a team of people will become more involved as the school grows. The Pastoral Leader can provide additional 1:1 and small group support to children for a variety of reasons. The knowledge and understanding that this provides us with is invaluable. It enables us to be proactive in supporting children who may be experiencing situations which affect their behaviour.

The Pathfinder Ethos sets an expectation of excellent behaviour but 'growth mindset' principles have also been purposefully woven into it in order to promote children's personal care, belief in themselves and that nothing is impossible. The Pathfinder believes that a growth mindset approach is fundamental to achieving high standards of behaviour as well as high standards of learning.

Rewards

The children at The Pathfinder Church of England Primary School know that if they follow The Pathfinder Ethos they will:

- be praised by staff and their peers;
- be asked to go to the Headteacher or another member of staff for praise and recognition;
- receive House Points;
- receive positive comments/stickers/certificates to take home;
- be rewarded during our Celebration Assemblies.

Sanctions

Children at The Pathfinder Church of England Primary School know that if they choose not to follow The Pathfinder Ethos at any time of the school day (including lunchtimes, playtimes, on school visits and attendance at after-school activities) there will be a consequence.

The consequences are:

1. Reminders about The Pathfinder Ethos
2. A warning – move name to 'Think About It'
3. Talk with an adult outside of learning time – move name to 'Teacher's Choice'
4. Loss of privileges and spend 5 minutes away from the class with Headteacher, Deputy or other Leader. Headteacher will record this. Teacher will inform parents. Move back up the ladder once consequences have taken place and behaviour and choices improve.

Swearing, physical violence and breaking our ICT Safety Policy will receive an immediate 'red' consequence.

If a child repeatedly reaches 'red' over a period of time a member of the Leadership Team will arrange a meeting with parents.

All incidents of 'red' behaviour are recorded central on the school's Management Information System. Instances at lunchtime are recorded by the Midday Supervisors and passed to a member of the Leadership Team. This person then communicates with the class teacher to share and instigate the appropriate consequence. This same process is used to praise and reward children for their behaviour at lunchtime.

Where uncertainty exists around a behavioural incident or it is complex in nature, the member of staff dealing with the matter will explore the incident further in order that any sanctions are correct and fair. When investigating a behaviour matter all staff will use the Behavioural Incident Form (Appendix A).

Role of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can depend on full support in dealing with their child's behaviour. We expect parents to keep the staff informed of behaviour difficulties they may be experiencing at home and any trauma, which may affect their child's performance or behaviour at school.

A parent's responsibility is contained within our Home/School Agreement. To support this process The Pathfinder Church of England Primary School endeavour to achieve good home/school liaison by:

- Promoting a welcoming, positive environment within the school;
- Giving parents regular constructive and positive comments on their child's learning, behaviour and personal development;
- Communicating regular information about achievements and issues of concern as part of our open door policy on communication;
- Involving parents at an early stage in any behaviour issues that their child is responsible for or that their child has been affected by;
- Operating an 'open door' policy which means that parents are encouraged to speak with their child's class teacher if they have any questions or concerns;
- All staff will make themselves known to parents and will be visible at the beginning and end of the school day.

What will happen if in particular cases the procedures don't work?

If the procedures appear to be failing to help a child control his or her behaviour, a meeting will be arranged. This will initially involve the class teacher, child and parents. If necessary, a follow up meeting will involve the Headteacher (please refer to the consequences

above). Subsequently, or at the same time depending on the particular circumstances, it may also be necessary to involve others such as the SEND Leader, Education Welfare Officer or Specialist Teaching Team.

The aim of such meetings will be to devise a plan of action to help the child improve and manage his/her behaviour. Behaviour targets will be set and a review date agreed. Please also refer to our Anti-Bullying Policy.

Exclusion

In exceptionally rare cases it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. At all times, the Local Authority's procedures are followed. Cambridgeshire Exclusion Guidance (September 2015). The school will refer in particular to sections 2.1 and 2.4 when considering if an exclusion is appropriate.

Monitoring and Evaluation

An evaluation of the level 4 behaviour incidents recorded on our MIS system will be carried out once per half-term. The aim of this evaluation will be to a) identify any patterns or issues that require further investigation, and b) summarise the outcomes for tracking, reporting, school improvement and target setting purposes. This data, targets and school improvement work will be reported to governors on a half-termly basis.

The impact of this policy will be monitored by the Senior Leadership Team through learning walks, classroom observations and lunch and break time observations. This monitoring will feed into the school improvement work and target setting referred to above. This information will also be included in the half-termly reporting to governors.