



## 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 fully 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
Nurture	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 in a number of different ways. Adjustments are made where appropriate to suit the age, curriculum and needs of the pupils. Communication with parents regarding praise and consequences is paramount and is closely linked with our 'Pupil Planners'.

## **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, children have access to our Family Support Worker, Learning Coach and SENDCo. This team will grow and will become more involved as the school grows. Additional 1:1 and small group support can be given 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.

Further details on how we celebrate at The Pathfinder can be found in appendix 1.

### **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 or wrap-around care) there will be a consequence.

For lower-level behaviours, the pupil planner will be used in the following way:

1. Verbal and non-verbal reminders about The Pathfinder Ethos and the expectation regarding displayed behaviour will be given
2. If the child chooses not to respond to the verbal/non-verbal reminders and the behaviour continues, the child will be asked to place their planner on the adult's desk
3. If no improvement is made, a note will be written in the pupil planner – this must be initialled by an adult at home to acknowledge communication (if planner is not in school for any reason, a phone call will be made)
4. If three notes are written within a two week period, a meeting between parent, child and class teacher will be required

Other consequences for higher level incidences or persistent low-level behaviours may include; talk with an adult outside of learning time, a loss of privileges, spending time in another class or with the Headteacher, Deputy Head or other Leader, a parent meeting, an internal exclusion or a fixed-term exclusion (where behaviours have met the criteria to do so).

Swearing, physical violence and breaking our ICT Safety Policy will receive an immediate higher level consequence, such as an internal or fixed-term exclusion.

If a child is repeatedly unable to follow the behaviour policy and expectations over a period of time, a member of the Leadership Team will arrange a meeting with parents.

All incidents of 'high-level' behaviours 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 log any incidences on Pupil Asset. There may be occasions where an incident occurs and staff are unable to 'get to the bottom of it'. In these scenarios, the resolution will be reminders of our school values and behaviour expectations.

## **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 (found within the Pupil Planner). 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 school procedures are not being successful in supporting a child to improve their 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 or the Deputy Head. Subsequently, or at the same time depending on the particular circumstances, it may also be necessary to involve others such as the school SENDCO, 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 their 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 (January 2020). 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 high level 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.

## How do we celebrate at The Pathfinder?



### **Housepoints:**

- \* 4 houses – Wren (red), Woodford (Green), Conway (Blue), Hudson (Yellow)
- \* Given by any member of staff/school visitor and children add to their tally star in classrooms.
- \* Given for showing values, good quality learning, achievements, home learning etc.
- \* Each class teacher adds individual totals to spreadsheet each week
- \* Individual totals to be updated weekly in pupil planners
- \* Winning house each term have a non-school uniform day as a reward
- \* Certificates given out during Celebration assembly on weekly basis (50 housepoint intervals)

### **Reading Raffle:**

- \* Children are expected to read at home 5 times per week and have it written and signed in their pupil planner, if they have read 5 times a week receive a raffle ticket in the jar
- \* Reading Raffle will be drawn every half term for a £5 voucher

### **#HotChocFriday:**

- \* Mrs Lockwood will look out for children to attend. Children who are ‘ambassadors’ of the school values and display school values or have made a dramatic improvement over a number of weeks.

### **Values Board:**

- \* Anyone can nominate anyone else. Adult:Child, Child:Child, Adult:Adult, Child:Adult for displaying a school value, these will be shared in celebration assembly weekly

### **Wall of Achievement:**

- \* Clip frames in hall, one for each class and each half term a piece of ‘outstanding’ work will be put in the frame.

### **Bravo Board:**

- \* Excellent work for individual children to be shared on board outside Headteacher’s office.

### **Showing Success:**

- \* In every class, each child has a place where they choose the work that is up there – something they are really proud of – EYFS: Proud Portraits, KS1: Proud Clouds, LKS2: Work to be proud of, UKS2: WOW Wall

### **Postcards:**

- \* Sent by Headteacher to a child or a member of staff by post

### **Learner of the day:**

- \* Each class displays a ‘Learner Bubble’ on whiteboard (fresh each day), when a child has a particularly good ‘learning moment’ their name is written into the bubble. At the end of each day, every child whose name is in the bubble earns a housepoint and 1 child is chosen by the adults as the ‘Learner of the Day’. The ‘Learner of the Day’ also receives a housepoint, a note in their planner and can choose to wear a ‘Learner of the Day’ badge home and for the following school day.

### **Star of the Week:**

- \* 1 child per class each week as star of the week for a clear, specific reason.