



Positive Behaviour Policy

Safeguarding Statement

At Wibsey Primary School we respect and value all children and are committed to providing a caring, friendly, inclusive and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. This is the responsibility of every adult employed by, or invited to deliver services at Wibsey Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils.

Managing children's behaviour:

This policy aims to help children to develop and participate in a safe and secure environment, becoming positive, responsible and increasingly independent members of the school community. The school aims to value individuals and raise self-esteem.

Wibsey Primary School has high expectations of pupil behaviour. Positive behaviour is always reinforced and acknowledged. On occasion pupils may make poor choices and their actions may lead to sanctions. We have agreed sanctions in place to enable staff to make fair and consistent decisions. Incidents of concern are always investigated before sanctions are put in place.

We recognise that high standards are best promoted when all stakeholders (staff, parents, governors and children) have a shared understanding of what is acceptable and unacceptable behaviour. A consistency in approach is the key to success, along with the use of positive praise to acknowledge good behaviour. In all parts of the school this is a shared responsibility.

Wibsey Primary School core PRINCIPLES of the Behaviour Policy

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting excellent relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in helping everyone to work together in an effective and considerate way.

- Everyone has a right to be listened to, to be valued, to feel safe and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one based on mutual respect and drawing attention to rewarding exemplary behaviour.

For learning and teaching to take place successfully, it is essential to create circumstances in which it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

Restorative approach Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding that conflict is a part of life and that in conflict there is underlying damage to the parties involved. This needs to be resolved to prevent incidents of the same nature. In an educational setting instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

Inclusion Statement

The promotion of positive behaviour supports inclusion as part of our school ethos. Within our teaching practice we positively embrace diversity. We understand that stereotyping and prejudice are caused by ignorance and poor self-image on the part of the perpetrator. Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all. P.S.H.C.E. and Circle Time activities are also used to challenge discriminatory attitudes and beliefs.

All children follow the School Behaviour Policy. Where children have Special Educational Needs these should be given consideration and they should be treated with sensitivity.

This may include:

- More immediate positive reinforcement.
- More immediate rewards.
- Liaison with class teacher, SENCO, Pastoral Team, Parents/carers, external agencies.
- Immediate intervention when safety of others and/or themselves is an issue.
- Children involved in setting their own behaviour targets.
- Personalised behaviour plans

Bullying (including Cyber)

The school does not tolerate bullying. If we discover that an act of bullying, has taken place, we act immediately in order to stop any further occurrences of such behaviour and these incidents are recorded.

Anti-Racism/Anti-Sexism/Homophobia/Disability

We believe that it is the right of all pupils to receive the best education Wibsey Primary School can provide. We do not tolerate any forms of racism, sexism, homophobia or disability prejudiced behaviour. We challenge any incident of prejudice. Should an incident occur we follow school and L.A. procedures, immediately informing the Headteacher. Racist incidents are reported to the Local Education Authority.

Play times and Lunch times

Playtime and lunchtime should be a positive experience. Teachers and Associate staff work in partnership to encourage positive play. We want all children to feel safe and happy in the playground.

Positive handling Guidelines

Section 93 of the Education and Inspections Act 2006/Restrictive Physical Intervention May 2013 gives all school staff (or other people authorised by the Head Teacher) the power to use such force as is reasonable.

Underpinning Principles:

- The use of force should, wherever possible, be avoided.
- There are occasions when the use of force is appropriate.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

Exclusion/suspension

The Head Teacher has the authority to set fixed-term suspensions to individual children for serious acts of misbehaviour. If a child is showing signs of challenging behaviour, the class teacher in the first instance consults with Pastoral team/SENCO. The L.A. /SEND procedures including Pastoral Support Development will be implemented.

In serious cases parents may be contacted by the Head Teacher and the pupil removed from school premises. L.A. procedures will be followed in any cases of fixed term or permanent exclusions.

A serious offence may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults who work in school

Rights, Responsibilities, Roles and Expectations

At Wibsey Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, associate staff, school management, governors, parents and visitors to our school. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and positive behaviour.

Parents Rights

Parents have a right to:

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

Parental Responsibilities

We expect parents to be responsible for:

- Getting children to school on time and to collect them on time.
- Informing the school on the first day of absence, or if their child is late.
- Ensuring their child has adequate sleep as the school day can be very tiring.
- Being aware of school policies and to support all staff in their efforts to ensure a caring community.
- The behaviour of any other children they bring into school.
- Reading all letters/messages that are on the website or sent home. There are copies available from the office.
- Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff before/after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

We are building a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable consequences following the Behaviour Policy, parents are expected to support the actions of the school. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Inclusion team/Senior leadership team or the Headteacher, if still not satisfied they should contact the Chair of Governors via the school.

Staff Rights

Staff have a right to:

- Be treated fairly and with respect by children and adults.
- Be able to deliver the curriculum in a safe, comfortable environment.
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

Staff Responsibilities

All staff have a responsibility to:

- Treat everybody fairly and with respect.
- Appropriately support and challenge children in all aspects of school life.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good work and behaviour.
- Communicate decisions and to explain them clearly to children, parents and other members of staff.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised.
- Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials - making reasonable adjustments based on need.

- Provide children with a good role model.

Children's Rights

Children have a right to:

- A school environment that is pleasant, clean and warm.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.
- Be listened to.
- Receive an education appropriate to their level of ability and to be given praise and feedback.
- Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

Children's Responsibilities

Towards others:

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

Towards work:

- To be punctual at all times.
- To work to the best of their ability.
- To work calmly and quietly where required.
- To value their own work and that of others.
- To respect others when working collaboratively.
- To organise themselves and their resources so that they can work independently.

Towards the school environment:

- To move around the school building sensibly and safely.
- To take care of equipment and keep the school and the grounds tidy.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the School Behaviour Policy consistently throughout the school, report to governors on a regular basis on the effectiveness of the policy and ensure the health, safety and welfare of all children in the school - in partnership with senior staff and the whole staff team.

Governor's Rights

Governors have a right to:

- Access to appropriate information from parents, staff and children.

Governors Responsibilities

Governors have a responsibility to agree upon guidelines for standards of behaviour, expectations and outcomes.

Policies and guidelines to refer to in line with the Positive Behaviour Policy: Attendance, Anti-Bullying, Child Protection, Equalities, Safeguarding, Health and Safety, Home, SEND, SRE, Staff Discipline, conduct and grievance, Procedure for dealing with allegations of abuse against staff, Whistle Blowing.

Agreed by Governors	Full Governors	X
	Finance and General Purposes	
	Teaching and Learning	
Date:		
Chair of Committee	John Haddock	
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