

# St Levan School

## Positive Behaviour Policy

### Aims and objectives



It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

#### **We aim to**

- promote an environment in which everyone feels happy, safe and secure.
- promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- enable everyone to work together in an effective and considerate way.
- Ensure every member of the school community to behave in a considerate way towards others.
- treat all children fairly
- help children grow in a safe and secure environment
- to become positive, responsible and increasingly independent members of the school community
- develop an ethos of kindness and cooperation

#### **Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Verbal feedback
- Give children stickers (for sticker chart) for either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness, good manners etc. in school
- Certificates awarded in the school celebration assembly
- Stickers
- Sent to other members of staff for positive reinforcement
- Headteachers award
- Postcards – posted to their home
- Lunchtime stickers
- In-class Raffle systems

The school acknowledges all the efforts and achievements of children, both in and out of school. Certificates and awards showing children's achievement out of school, e.g. music or swimming certificates are shared in the whole school celebration assemblies.

## **Sanctions**

The school employs a number of sanctions to enforce the school rules; these are shared with pupils and parents and employed rigorously. The following are followed in order:

1. The 'look'
  2. A reminder of the expected behaviour
  3. A final verbal warning including a reminder of the expectation and a warning of the consequence of not following the instruction
- A short time out in the school office to utilise the 'change of face' strategy and allow staff to discuss the behaviours and identify the underlying reasons.

Where behaviours are on-going and persistent, it may be necessary for a meeting between the teacher/headteacher and parents and where appropriate a Pastoral Support Plan may be established.

## **Rules**

There are a set of Golden rules which are common and reinforced across the school in all situations. These are displayed in every classroom and around communal areas.



The class teacher discusses the Golden rules with their class and the children agree to abide by the rules. In this way, every child in the school knows the standard of behaviour that we expect in our school.

On occasion it may be appropriate to discuss incidents with the whole class in addition to dealing with individuals and this will be done in the context of the PSHE curriculum.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying policy).

It is the responsibility of all members of staff to ensure that the school rules are enforced and that the rewards and sanctions agreed are followed consistently throughout the school at all times.

Staff in the school liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher or teaching assistants may, for example, discuss the needs of a child with the SENCO, Parent Support Advisors, education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure will be followed.

### **Suspension and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions.

The governing body fulfil their role monitoring levels of exclusion, reviewing individual cases where a child has been excluded for a period of more than 15 days in one term and hearing appeals from parents.

### **Conduct outside the school gates**

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member or reported to the school will be dealt with in line the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school in writing.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning behaviour incidents. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010).

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if

the governing body receives recommendations on how the policy might be improved.

**Policy review date: March 2025**

