



"I am able to do all things through Him who strengthens me" Phillipians 4:13

Positive Behaviour Policy

Written by: All Staff

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TEYNHAM PAROCHIAL C OF E PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

VISION

We cultivate a rich environment in all we do so that the school community, have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways, underpinned through the teachings of Jesus, through God and in his world.

INTRODUCTION

At Teynham Primary School we strive to create an ethos where the spiritual, moral and intellectual talents of our children are nurtured. Our Christian values of trust, service, respect, compassion, perseverance and courage are woven through all we do. Our caring approach towards each other, our environment and community are reinforced by our school rule - respect everyone and everything.

AIMS

The objectives of our behaviour policy are for children to

- Learn how to interact with others
- Feel valued and respected
- Share their experiences
- Respect each other's differences
- Develop self-regulation strategies
- Grow into self-motivated and kind individuals

POSITIVE BEHAVIOUR

Positive behaviour is reinforced during class lessons, acts of worship, PHSE and social occasions such as playtimes and dinner times. Adults model examples of positive behaviour and are good role models. Promoting Well-being and resilience activities can change behaviours and may lead to better mental health.

We provide individual classes the flexibility to tailor rewards strategies to reflect age, class dynamics, individual need and teaching styles. For example, rainbow chart, stickers, raffle tickets and smiley charts.

School Rules

The school rules are positive statements and reflect the ethos of the school.

- 1. Stop, think and walk**
- 2. Respect everyone and everything**
- 3. Have a positive attitude everywhere**
- 4. Treat others as you would like to be treated**
- 5. Make the right choice**

It is important that these school rules are learnt so that the children and staff can referred to them if they are broken.

EQUALITY AND FAIRNESS

In line with The Equality Act 2010, Teynham CE Primary School makes sure pupils, staff and parents are all treated equally and with fairness. All behaviour incidents are dealt with fairly and justly and in a timely manner.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Children are made aware that conflicts and conflicting behaviour that is detrimental to them and a group of children will not be tolerated. Each individual case will be fully investigated by staff. All children know they have a voice and can communicate with a member of staff about behaviour issues. Staff use their professional judgement and knowledge of each individual case prior to consequences being imposed. Conflicts will be recorded using CPOMS. Where appropriate the child's parent/carer will be informed verbally or by email.

We have a high expectations for behaviour and we support all children to achieve it. We will always challenge misbehaviour but we recognise that some children may need more support to positively manage their behaviour and responses to situations and events. At Teynham we have a clear system in place which allows staff to quickly flag patterns of challenging behaviour to the SENCO for investigation into unmet or unidentified SEN or mental health issues. Personal circumstances of the child will be taken into account when choosing sanctions and where appropriate we may differentiate our approach to dealing with challenging behaviour for pupils with SEN or mental health issues. It may be necessary to seek the support of external agencies in helping to manage children's behaviour and will work with the agency, staff, parents or carers and child to develop a behaviour plan that meets Teynham's behaviour policy with adaptations where necessary.

At Teynham School, we recognise that some children may experiment in decision making and this may result in making choices which are inappropriate. We strive to support our children to reflect and move forward positively, seeing each incident as a journey in their personal development.

All staff will wear a lanyard showing visual prompts and cues enabling non-verbal reminders about behaviours and choices. Staff will have a bank of restorative questions providing a consistency of vocabulary across the school, which enables children to develop their emotional literacy skills in managing behaviours, reactions and choices. The purpose of these lanyards is to provide consistency for behaviours for learning and social interaction and play.

From time to time it may be necessary for a sanction to be imposed which reflects a serious behaviour incident. This may be a result of several warnings or a physical behaviour incident, this will be in the form of minutes lost from playtimes. As children mature they may be able to earn back the minutes, as they show remorse and are able to articulate an understanding for their inappropriate behaviour, further developing their emotional literacy skills.

Where children struggle to make expected progress in their emotional and behaviour regulation, they will be placed on a behaviour support plan. The purpose of which is to identify SMART targets in collaboration with Class Teacher, SLT, parents and pupil. Fortnightly meetings will take place between parents and SLT to review and discuss progress and address any concerns or issues that may arise. A behaviour plan will cease when all targets have been achieved and Class teacher, SLT and parents are confident that there is a consistency of positive behaviour.

EXTREME BEHAVIOURS

In the instance of extreme behaviours SLT would be involved immediately. Parents would be informed, pupils would be removed and placed in internal exclusion for a set period of time. Pupils would be supported to reflect on their behaviours and attitudes to move forward and have robust strategies in place to avoid repeat behaviours. We may need to involve specialist external agencies to unpick the cause of root behaviours. In rare incidences, Teynham School may have to imposed a fixed term exclusion and inform the Local Authority. If this is the case a back to school meeting would take place with SLT, parents and pupil.

- Causing severe and/or persistent disruption to the teaching and learning environment within the school.
- Physically endangering their own safety or the safety of other pupils or adults.
- Using threatening and abusive language.
- Unprovoked physical behaviours.
- Leaving the school premises#
- Sexual assault *
- Racial abuse^

- Homophobic abuse
- Xenophobic abuse
- Sustained bullying incidents

In these circumstances the child will be watched but pursued, a senior member of staff alerted and then the family and police called if the pupil leaves the school site. The incident will be recorded on CPOMS.

*In these circumstances the incident will be reported using CPOMS.

^ In these circumstances the incident will be reported on CPOMS and the Headteacher informed, who would fill out the Racial Incident Annual Survey.

Permanent Exclusion

Will be used in extreme circumstances, or where all support mechanism have been exhausted, at the discretion of the Headteacher in consultation with other members of staff, governors and LA personal, according to government guidelines.

Physical intervention

The Education and Inspection Act 2006 provides the legal power for school staff to use reasonable force to prevent pupils from committing a crime, or causing injury, damage or disruption.

At Teynham, Physical intervention is used as a last resort, most likely in order to prevent harm to a member of the school community. In the unlikely event of physical intervention, this will be reported using CPOMS and SLT alerted as soon as possible.

BULLYING

- Bullying can be verbal, physical and/or psychological.
- It involves an imbalance of power - the powerful seeking to dominate the powerless.
- It is often repetitive over a period of time.

It is the school's aim to prevent bullying. This may include Cyber bullying, prejudice and discrimination. We will teach children how to respect others by the use of Personal Social and Health Education (PSHE) lessons (Jigsaw). Assemblies and by the use of positive behaviour strategies mentioned earlier further reinforce the learning. All children know they are able to talk to an adult about behaviour issues. These will be recorded using CPOMS.

If bullying occurs, the Procedure for Dealing with Bullying will be implemented. Children and their Parents/Carers will be encouraged to speak to a member of staff if they suspect that bullying has taken place. All allegations of bullying will be dealt with by the Headteacher or the Deputy Headteacher.

Links to other policies

This policy should be read in conjunction with existing policies and documents including Teynham Safeguarding and Child Protection, Anti-bullying, Exclusion and SEN Policy.

APPENDIX 2

My Behaviour Plan

Child's name:

Year/Class:

SMART Target	Who is going to help me and how?
1.	
2.	
3.	

What will happen if I get things right?

What if I don't?

Please turn over.

Start date:

Review date:

This plan will be devised by the child, school representative and parent/carer

(Child)

Signed:

(School)

Signed:

(Parent/Carer)

Signed:

What will happen if I make the wrong choices?

- A reminder of the targets will be given, which may be followed by a warning.
- If negative behaviour persists then a warning will be given and minutes may be taken from playtime.
- If this continues after another warning, then a time out will be given in a partner class, where work is expected to be completed.

A review of the behaviour plan will take place Fortnightly.

The school's behaviour policy still applies to, and serious incidents may still result in an instant permanent exclusion.

If receives 15 or more days of external exclusions in a term, the school will consider permanent exclusion.

Each day in class will be a fresh start.

Each new term will be a fresh start.