



## HEATH HAYES ACADEMY

### **Positive Behaviour Policy**

At Heath Hayes Academy we promote a high standard of behaviour and have a positive ethos where all members of the school community school are valued as individuals, we believe in encouraging the development of self-esteem, respect for others and self-discipline.

Emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

### **Aims**

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is modelled, encouraged, and reinforced.

- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Heath Hayes Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

We consider each and every child's individual needs in relation to their behaviour.

### **How Will We Achieve Our Aims?**

- Meaningful praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that all children, staff and parents are familiar with and understand
- Establish a praise and reward system
- Adults will lead by example and model good practice
- Appropriate circle times and assemblies will reinforce spiritual, moral and cultural development (SMCD)
- All children will undertake Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL)
- All children will be monitored for Nurture group /Pastoral Intervention

- Family SEAL (Social and Emotional aspects of learning) courses will be available to parents and children
- Behaviour management coaching will be available to parents and children
- Celebrating pupil strengths and achievements in the school newsletter
- Pupil buddying system
- Effective monitoring and accurate record keeping of incidents

## **Heath Hayes Academy Curriculum and Learning**

We believe that our appropriately structured curriculum alongside specific and effective learning actively contributes to good behaviour. Thorough planning for the needs of individual children, active involvement of children in their own learning, and constructive feed-back are also paramount.

Lessons will have clear purpose and outcomes which are understood by the children and appropriately differentiated to meet the needs of children's individual abilities. Marking and record keeping will be used as a supportive activity providing constructive feed-back to children on their progress and achievements, this will also indicate to the children that their efforts are valued and that progress is important.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources is arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.

Displays help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a warm, welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Consistent, meaningful praise is used to encourage good behaviour as well as good work.

## **Rewards**

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards including:-

- Classroom Star chart – at the end of the day children who have earned a place at the top of the chart will receive a gold star to put in their home communication diary
- Stickers
- Certificates
- Special mentions during the weekly sharing assembly (parents are invited to attend)
- Meaningful praise; by class teacher, Head Teacher, (for good work, behaviour, manners, being kind and compassionate etc.)
- Share good work with another class or member of staff
- Parents informed of good work

As an acknowledgment and celebration of children's individual efforts and successes all classes have the reward systems displayed in the classroom.

## **Consequences**

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- A child's parents informed
- With the support of an appropriate member of staff A 'learning journey' will be completed either verbally, written or drawn
- Pastoral support via the EWM (Emotional Wellbeing Manager)
- Alongside parents the EWM may discuss implementing an individual behaviour plan
- Class teacher and EWM may consider the pupils need for Nurture group support

- Loss of privileges (e.g.: missing a break)
- Work may be finished at a playtime under supervision
- The child may spend some time in another class or a designated 'time out' area
- The child may be taken to discuss their actions with the Head Teacher
- A fixed term exclusion (following national guidelines)
- Permanent exclusion (this would occur following a serious breach of school rules, or persistent disruptive behaviour. Permanent exclusion can occur on school site or if the child is educated during a school planned offsite activity, at another setting or wearing school uniform out of school hours).

We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanour and the child's individual needs.

**All school staff will:**

- Be aware of the DfE guidance in regards to using reasonable force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Provide a consistent approach across the whole school
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Communicate any concerns of a child's Social, Emotional, behavioural concern to the EWM
- Follow the agreed behaviour policy and support each other in doing so.
- Take all children's views into account.

**All children will be encouraged to:**

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, ability and disability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations.
- Follow school rules.

- Demonstrate good manners and self-discipline.
- Take care of their personal appearance and belongings.
- Work collectively within their class.
- Respect school property

### **Parent/carers responsibilities:**

- Support the school in order that children receive a clear and consistent message Regarding behaviour at home and school
- Support and encourage their child's learning.
- Inform the class teacher or EWM should behaviour concerns arise at home.

### **The Head Teacher will:**

- Implement the school behaviour policy consistently throughout the school
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken
- Ensure serious, unacceptable behaviour is dealt with appropriately.

### **Summary**

- We will show respect to everyone and consider their views
- We will celebrate our differences.
- We will look after each other and try to be honest.
- We will try to peacefully solve disagreements.
- We will use good manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely.
- We will take care of our school property and belongings.
- We will show respect for ourselves.

### **Staff Development**

As part of their induction, new staff will be made conversant with this policy for positive Behaviour and asked to follow the procedures at all times.

### **Linked policies**

This policy and procedures should be read in conjunction with other related school policies, including:

Anti Bullying Policy  
Pastoral care policy  
SMSC Policy  
Safeguarding Policy

**Policy Review**

The policy will be reviewed February 2020

Signed \_\_\_\_\_ Date \_\_\_\_\_