



PRESTFELDE

Positive Behaviour Management Policy

Positive Behaviour management policy applies to the whole school management of pupils.

School Behaviour Manager is - Deputy Head Pastoral - Mike Haswell

Senior School Manager is - Head of Senior School - Mike Haswell

Middle School Manager is - Head of Middle School- Cath Morgan

Little Prestfelde Behaviour manager is - Head of Little Prestfelde - Emma Thelwell

Behaviour Statement

Our central aim is to celebrate the uniqueness of every child and facilitate each child's well-being and active learning, in a happy, friendly, secure and enriching environment in which children feel cared for and can develop to their full potential in all areas.

We believe that everyone has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt.

This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone.

We aim to build relationships where all involved in the school are working together in an atmosphere of respect, sensitivity and trust where all individuals support, listen to and value each other with an understanding and a respect for our British Values.

Children must have an understanding of the fundamental British Values which underpin our society.

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Link to our School Values and SMDCS policy alongside SMSC departmental advice for independent schools, academies and free schools.

Statement of Intent

For all children to achieve their potential, they need to feel safe and secure, valued and able to engage in activities with confidence. They also need to develop an understanding and respect for the feelings of others and the basis for determining appropriate behaviour, and be supported according to age and development in managing feelings and behaviour

This policy aims to outline the principles of how we promote positive behaviour with in our setting. It clearly details expectations of behaviour and interactions, support for positive behaviour, and strategies for managing challenging behaviour or conflict.

Prestfelde recognises parents as the main educators of their children and the importance of parents' involvement in the process of promoting positive behaviour. All parents are informed about the approach to behaviour, which is initially discussed during the induction process, and parents are consulted at an early stage should any issues regarding behaviour arise.

The policy is shared with all staff and provides a basis for a consistent approach across the School 3 -13 years, whilst appreciating adaptations the age and stage of development for each child.

Positive Behaviour

All adults in the Prestfelde community set a positive example at all times, in accordance with the statement of intent (above). Staff are expected to support parents by modelling a positive approach and displaying understanding and knowledge of child development and so encourage parents to use positive behaviour strategies.

We recognise the role of the planned provision in encouraging and promoting positive behaviour and are committed to providing appropriately for the needs of the child. The physical environment is stimulating and of high quality, while offering opportunities for rest and withdrawal to suit children's needs. Adequate resources are available to minimise the likelihood of conflicts.

Children are aware of routines within the school, and boundaries regarding responsible behaviour are clear and consistent. Children are encouraged to feel a sense of ownership and pride in their Prestfelde community and are consulted and involved in discussion about rules and routines as appropriate to their age and development. Contributing in a positive way to tasks within the School routines enables children to feel involved and to accept responsibility.

Classroom Approaches to Behaviour

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the School.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps.

- Sharing information with parents/carers about their children's behaviour both in the School and at home.
- Providing strategies to support children's problem solving and understanding of the situation.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources.
- Providing planned opportunities to discuss behaviour and feelings.

All staff employed by the school are responsible for creating a positive Values based ethos through praise and rewards for good work and desirable behaviour.

Many factors have a part to play, including: ensuring that bad behaviour does not arise from inappropriate levels of work; good classroom organisation and structures help to support children who have difficulty managing their own work; clearly defined guidelines and boundaries; high expectations; quick response to acceptable behaviour; make at least three positive comments to a class/individual before making a negative comment.

Within Prestfelde, we encourage all children in becoming increasingly responsible for their own behaviour by having a differentiated visual stimulus within each room to support the children's understanding of cause and effect.

Weekly, each class teacher will choose two pupils from their class to receive a 'Special Mention award at the Friday celebration chapel. This can be given in response to demonstrating good behaviour, Values, Learning behaviours and attainment.

Classroom Behaviour

If a child persistently behaves in an unacceptable manner the class teacher will be supported by Head of School, Deputy Head teachers and other staff. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs to be investigated and remedied.

We support our children to develop effective learning behaviours through our learning behaviour characters. These characters help to support the children in identifying positive learning behaviours throughout their school day. This is rewarded positively through our celebration assemblies and the characters are referred to within our special mention certificates

Learning Behaviours

Children will explore learning behaviour characters linked to the whole school 'SECRET to success' learning how to become learners for life and become part of a school community.

Hello I am Tough Tortoise  (***I am Resilient***)

I don't give up easily and I like to be challenged

I just try, try, try, again

I use my shell to build up my 'ignore muscles', so I don't get distracted when I am learning

I talk to myself and say 'I can do it'

I also say 'Hocus Pocus Let Us Focus'

I keep going even when the learning gets 'tough'

Hello I am Sensible Squirrel  (***I am Ready and Resourceful***)

I am good at finding the things I need to do a job

I like to use my 'imagining' eye

I try to find out things for myself and I think a lot about what things I might need

I also know where to go to find the things that help me with my learning

I make links with what I have learnt before to help me learn new things and I use a step by step way of learning

I ask questions and I am curious to find out more

Hello I am Wise Owl  (***I am Reflective***)

I think back to the learning I have done before

I think about ways to get around 'being stuck' with my learning

I am good at planning my learning and know how I learn best

I like to think about things I already know so this will help with my new learning

I can review and change what I do to get better

I like to talk about the progress I am making and how I am getting better at learning

Hello we are Team Ant  (***We show Reciprocity and Respect***)

We are good listeners

We can work well together in a team.

We help each other with tasks and we remember to take turns

We try to imagine what it might be like to be each other and to understand one another's feelings

We are also good at working on our own

Sometimes we learn by watching how others do something.

As the children move through Little Prestfelde these learning behaviour characters are linked into the school SECRET.

We want to enable all boys and girls to develop their love of learning, academic potential and individual talents in a caring Christian community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.

Overarching manners and learning behaviours	Learning power link	EYFS	KS1-2	KS2-3	Prestfeldian
Courtesy	Resilience	Tough Tortoise 1. Self manager	1. Self-manager	1. Self-manager	I am self-assured and proactive. I can articulate my own thoughts succinctly.
	Absorption Managing distractions Noticing Perseverance	- I find out by exploring and playing with what I know. I am willing to have a go.	- I can manage distractions and show perseverance to see a task through to its completion.	- I can become absorbed in my learning by managing my environment. I can notice patterns and details and I am able to channel the energy of frustration into effective learning.	
Consideration	Reciprocity	Team Ant 2. Effective Participator	2. Effective Participator	2. Effective Participator	I am a well-motivated and 'rounded' student, capable of achieving the best academic results possible. I am judicious in research and have the ability to question, and to challenge, to form my own opinions.
	Interdependence Collaboration Empathy and listening Imitation	- I am keen to share my work with my teacher and my class.	- I listen to and value the ideas and suggestions of my classmates.	- I can collaborate effectively by showing empathy , adopting others methods and ideas.	
	Resourcefulness	Sensible squirrel 3. Creative Thinker	3. Creative Thinker	3. Creative Thinker	
Common sense	Questioning Making links Imagining Capitalising	- I have my own ideas, make links to what I already know and choose ways to do things.	- I can ask questions , starting to see links and patterns and imagining 'what if?'	- I can use reasoning and work methodically to construct arguments, drawing upon resources from the wider world, capitalising upon future opportunities.	I can take on new challenges tenaciously, without fear of failure. I am an effective communicator.
	Reflectiveness	Wise Owl 4. Reflective Learner	4. Reflective Learner	4. Reflective Learner	I can relate to people from all backgrounds.
	Planning Revising Distilling Meta-learning	- I enjoy achieving what I set out to do and I am motivated to keep on trying.	I can plan activities considering action, time and obstacles. I can be flexible and revise plans responding to what you know.	- I can distil my learning, by pulling out essential features. I have a grasp of my own Meta-learning and can talk about the learning process.	I recognise my own potential and place within the community.
	Resourcefulness	Sensible squirrel 5. Enquiring Mind	5. Enquiring Mind	5. Enquiring Mind	I understand my strengths and areas of less strength. I am self-aware.
	Questioning Making links Imagining Capitalising	- I can plan and carry out a project.	- I can use my imagination to explore by asking questions showing curiosity to explore new possibilities.	- I can make links between events and experiences, weaving a web of understanding, being able to reason and capitalise upon a full range of resources.	I have a life-long ambition to better myself and to make a positive difference.
	Reciprocity	Team ant 6. Team Worker	6. Team Worker	6. Team Worker	
Interdependence Collaboration Empathy and listening Imitation	- I can work with others to achieve a common goal.	- I can recognise interdependence and understand the value and the strengths of everyone in my team, to be able to work collaboratively .	- I understand interdependence , being able to stand my ground in a debate, showing empathy and understanding of others' opinions, and at times, imitating by adopting others' methods, habits or values from whom I observe.		

In interacting with others, mutual respect and concern for the feelings of others is a cornerstone, that is always modelled by adults in all interactions with children and other adults. Children are encouraged to be aware of their own feelings and the feelings of others, and as appropriate to recognise and take responsibility for the impact of their actions on others.

The role of the adult

When addressing any behaviour, whether positive or negative, the behaviour is separated from the child. Children need to know that whatever their behaviour, they are always cared for and valued, whatever their behaviour. Through adults' positive comments about children's appropriate behaviour, they learn that we notice and value behaviour which is helpful, responsible and kind.

The positive behaviour strategies we have in place are: -

Little P- super pupil, good to be green, dragon's tears, golden time, special mentions.

Middle School – bucket fillers, e-praise points, golden time, star pupil, special mentions, Middle School Awards, Head's Special Mention, Buddies, Golden Ticket.

Senior School – Head's Special Mention, e –praise points, subject specific special mentions.

Negative behaviour is dealt with in a clear and consistent manner, maintaining respect and care for the feelings of the child. The teacher's discretion will be used to determine the type of sanction/behavioural management needed. (see behavior response system)

With the youngest children, where the age and stage of development may prevent understanding of an explanation of why any negative behaviour is inappropriate, staff would redirect the child's play at an early stage by using distraction. Any dangerous behaviour will be stopped immediately. Usually children will be given a brief explanation about the effect of their behaviour and encouraged to become aware of the feelings of other children or adults. Conflicts between children will be managed as problem solving situations, involving children in considering the feelings and opinions of the people concerned and helping to suggest solutions.

Where challenging behaviour occurs, parents/carers will be informed and consulted about the strategies used within school to manage and support improved behaviour with positive targets to support improved behavioural outcomes.

Partnership between parents and the school are vital to ensure a consistent approach to support expectations of all children at home and school.

As part of the confidentiality policy children's behaviour will only be discussed in a confidential environment, by parents/carers of the child, the staff concerned and the managers or deputy managers.

Interventions

Physical punishments or the threat of them are never used. Interventions usually involve distraction or a problem-solving approach.

Stages of behaviour management

All support staff work and act within the expectations of this policy but need to refer to relevant teaching colleagues any pastoral/behavioural concerns they may have.

All teachers/ key person colleagues complete a Behaviour Report proforma via ISAMS, which records the number of children at each behaviour stage. This is discussed weekly as part of the pastoral team meeting.

The conversation with the child is key to ascertaining understanding, intent and sanctions to be given.

The adult involved in the conversation must speak to each child individually, ensuring that they have a witness to the conversation.

The conversation must support the reflection of the actions following the SUMO approach of Event

Response

Outcome

1. Where is the issue on a scale of 1-10?
2. How important will this be in 6 months' time?
3. Is my response appropriate and effective?
4. How can I influence or improve the situation?
5. What can I learn from this?
6. What will I do differently next time?
7. What can I find that's positive in this situation?

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APPROVED DATE	September, 2019		
REVIEW DATE	September, 2020		
SIGNED HEAD		PRINT NAME	Fiona Orchard
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Prestfelde Behaviour Response System

