



Positive reinforcement Policy

Introduction

In our school we expect high standards of effort and behaviour from everyone.

The governing board, staff and children seek to create a welcoming and caring atmosphere in which everyone feels safe, happy and valued. We work hard as a team to create an environment that encourages and reinforces good behaviour and the fostering of positive attitudes.

Each child is treated with respect and as we would expect our own child to be treated in school. In developing this policy, the following were consulted:

- All parents
- Full governing board
- All teaching staff
- School Council

Our Diamond Rules

We believe in encouraging every child to be the best that they can. The main way we aim to achieve this is by encouraging positive behaviour from everybody by creating a positive ethos where all children and stakeholders feel valued. We have, therefore devised our 'Diamond Rules' that we expect children, staff and visitors to our school to keep and respect

The school Diamond Rules are: -

- Show respect and good manners at all times.
- Follow instructions with thought and care.
- Care for everyone and everything.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every piece – by using The Jigsaw Charter.

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Aims

This policy aims to:

At Fairmeadows we use Positive reinforcement as our main type of behaviour management that focuses on rewarding what students do well. It differs from positive punishment in that it focuses less on reprimanding students for misbehaviour and more on rewarding good behaviour and accomplishments.

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards other children or staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism of school property
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and responsibilities

The governing board

The **governing board** is responsible for reviewing and approving the written statement of behaviour principles.

The **governing board** will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the **governing board**, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on My Concern.

The senior leadership team will support staff in responding to behaviour incidents.

It is the responsibility of the SENCO

- Support class teachers in their dealing with matters relating to behaviour.
- Be involved in formal procedures as directed by the Headteacher.
- Respond to the Headteacher's decisions regarding the involvement of outside services and liaise with them.
- Liaise with class teachers in discussing the progress of children identified as having a behavioural need.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Our approach

At Fairmeadows we have established school rules (Diamond Rules), of which children are heavily involved. These are referenced to during the school day and R-Time rewards are given each week to children exhibiting these from each staff member. The children receive an R-time activity each week with focuses on the three Diamond rules and encourages children to work together to develop positive behaviours. During weekly PSHE (Jigsaw) lessons, the children are focused on the class charter. This again promotes positive behaviours and developing respect for one another. As a class, the children meet to discuss behaviours and routines we feel need the most improvement. This process improves student engagement and increases children's accountability, targeting specific behaviours or expectations that the children are expected to perform in the classroom.

Rewards such as: Team points, class praise, stickers and Headteacher awards are utilised to reinforce positive behaviours throughout the day by all staff.

Sanctions include; verbal warnings, meetings with a member of the SLT, contact with parents are used when required. All incidents are recorded on My Concern.

Fixed term exclusion

Where the Headteacher feels that the discipline issue is so severe that time in internal exclusion would not be appropriate he has the discretion to issue a fixed-term exclusion. The majority of fixed-term exclusions will be served either at home or at another school. Work will be set whilst the child is excluded and if the exclusion is in excess of six days the school will provide full-time education. This will either be on site with a TA, or if this is deemed inappropriate it may take place at another school with the agreement of the host school Headteacher. This links with the Exclusion Policy.

Reprimanding children

Only the member of staff dealing with the child's poor behaviour should reprimand them – if they require assistance they will request this. Behaviours can often escalate because more than one adult becomes involved – the child then feels victimised.

Support to staff for developing staff skills and confidence in managing children's behaviour

Staff will be regularly consulted on their training needs. Any staff with concerns about skills dealing with such children should speak to the SENCO and/or Child & Family Support Officer.

Searching Pupils

School staff can search pupils with their consent for any item. In addition, the Headteachers, and staff authorised by the Headteachers, have the power to search children or their possessions, without consent, where they suspect the children has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property

Allegations of abuse against staff

The school has a separate policy regarding the management of allegations of abuse against staff. If a child is found to have made a malicious accusation against school staff, disciplinary actions will be taken against the child, up to, and including permanent exclusion.

Use of reasonable force

All school staff has the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Behaviour out of school

If the school hears of bullying behaviour (including e-bullying), intimidation or violence to others by children attending Fairmeadows, outside of school, the Head teachers will liaise with their parents to discover if any sanction has already been given at home. The Head teachers will then decide if a sanction/additional sanction to the home one, needs to be given at school to reinforce that such behaviour is not acceptable.

PREVENT strategy

PREVENT – is a government scheme. The aim of Prevent is to stop people becoming terrorists or supporting terrorism: Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.

All staff should remain vigilant to any concerns they have regarding either children or family members and report these immediately to a member of the senior leadership team.