

Written: May 2023
Review date: May 2026

Reviewed: May 2025

Approved by Governors: May 2025

Bradleys Both Community Primary School
and Brads Before & After School Club

Positive Behaviour Policy

Introduction

Bradleys Both Community Primary School's Positive Behaviour Policy is at the heart of our school's ethos and values. Our child centred approach to teaching and learning identifies appropriate and acceptable behaviour as something that everyone promotes, celebrates and expects of every member of our school family. Through our Positive Behaviour Policy we aim to encourage accountability for behaviour, creating an environment where individuals are encouraged to recognise and respect the rights of others while promoting the values of courtesy, honesty, fairness and respect for each other.

Philosophy

We believe that good behaviour must be taught and not caught. Good behaviour is taught through adult and peer expectation, positive reinforcement, praise, consistency, mutual respect and recognising right and wrong choices that individuals take ownership over. Good behaviour needs to be carefully developed, nurtured and established mutually by adults and children both at school and home.

Primary aged children are learning all the time and we understand that as part of this, children will at times make mistakes and wrong choices. Bradleys Both Community Primary School expects children to learn from mistakes made, understand that actions have consequences and correct their behaviours by making improvements.

Aims of our whole school Positive Behaviour Policy

Our aim at Bradleys Both is to teach good behaviour and promote a positive learning environment where every child learns to take ownership and responsibility for their own behaviours. High standards and expectations are set in behaviour and tolerance as members of our school community.

Our school aims for individuals to:

- take ownership over their own behaviours and learn to work and play with self-control and self-regulation
- promote the personal, social, moral and emotional development of every child
- build high levels of self-esteem
- demonstrate good behaviour in all aspects of school life - in work, in behaviour, in attitude and in play.
- work together in partnership with children, staff, parents and professionals
- understand that everyone should be treated as an equal, but appreciate that everyone is different and will have different needs
- follow and support our whole school approach to promoting positive behaviour
- appreciate the impact positive behaviour has on learning and achievement

Our school Superpowers are:

At Bradleys Both Community Primary School we use our whole school Superpowers when working and playing as a whole school family. We will ...

- **LISTEN** carefully to other people
- **THINK** carefully throughout the day, especially when we find something challenging
- **TALK** at the correct times, not when other people are talking.
- Always try hard to use **MANNERS**
- **CARE** about our class mates, classroom, personal belongings and resources.

Strategies for the promotion of good behaviour

School staff will utilise a whole range of strategies to promote good behaviour and positive approaches to school life.

- Reinforcement of manners using please and thank you
- Reinforce expectations
- Catch children being good and promote this publicly by praising and promoting right choices being made
- Refer to the school Superpowers
- Provide pastoral support opportunities
- Listen to children and talk through a situation
- Give children a choice to make and own
- Model desired behaviour
- Be consistent
- Maintain frequent contact and check ins
- Catch children making the right choice and celebrate children being on the Green level for acceptable and appropriate approaches to school
- Pre-empt and interrupt disruptive behaviour or wrong choices being made

Green level

We expect children to approach school and work at Green level, promoting 'green for go' with the children ready to engage, learn to their best, respect one another and behave appropriately. Adults in school celebrate children being at Green level and use this to recognise positive approaches to school life. Green level needs to be taught and so other strategies may be utilised with class groups including:

- agreeing 'class superpowers', 'class rules' or 'ways of working together'
- recognising what children do to be on Green level
- peer evaluation and support
- use of stickers, classroom rewards, group challenges

Rewards

We recognise that rewards are a positive way of promoting good behaviour and motivate children to take ownership over their own behaviours. Children at Bradleys Both Community Primary School are rewarded in a range of ways including:

- adult praise
- receipt of stickers (class stickers, teacher stickers, Headteacher awards)
- award of Pupil of the Week for an individual reason
- award of a Resilience award, to recognise positive approach to working with determination.

- award of team points, class points, Dojo points etc.
- awards for whole class rewards by the completion of team challenges to promote teamwork
- class reward time
- sharing achievements with other staff and Headteacher
- acknowledgement in assembly for achievements
- award of an hour of University of Bradley time each Friday afternoon.
- Award of a Gold level
- Award of 5 Gold level reward

Please note that this is not an exhaustive list of strategies and will not all be used with every class.

Gold Level Rewards

A Gold level is available for any child to earn; however, it is awarded for children who go over and above expectations, developing greater personal ownership of their approach towards school and learning. Any children who are on a Gold level on Friday will be celebrated in Celebration Assembly and awarded a gold sticker. This will be a good time to find out what the child has gained their Gold level for. A special reward will be given to any children who have earned a total of five Gold level awards each term.

Dealing with poor behaviour

We know that when working with primary age children, it is inevitable that they will make mistakes and make the wrong behaviour choices. Our role as adults is to teach the children to accept that they have made a poor behaviour choice and learn from their mistakes. Opportunities should be taken to make improvements to poor behaviour and acknowledge incorrect choices and decisions. Pastoral support may be provided to engage and support a child in improving their poor behaviour.

Low Level Behaviours

Low level behaviours in and out of class are dealt with by adults in school and expected as part of their roles and responsibilities of working with children. In cases of low-level behaviours, adults will remind children of expectations, promote the right choices, use our school Superpowers to promote positive approaches, encourage mutual respect and acceptance of each other. Every adult in school is responsible for interrupting poor behaviour choices both in the class, at break time and during lunchtime.

Yellow Level Behaviours

In the event low level behaviours continue after reminders are given the adult will refer to the Yellow level. Children choosing to continue with poor behaviour after adults have given reminders and promoted making the right choices will move to a Yellow level to acknowledge that they are making the wrong choice. Reward time will be lost if the child remains on the Yellow level. Inappropriate and unacceptable behaviours may include:

- Ignoring an instruction from an adult
- Answering an adult back
- Continuing to disrupt self and others
- Continuing with behaviour and refusing to follow an adult's direction
- Repeated incidents

Red Level Behaviours

The following behaviours are considered as serious level:

- Physically hurting or intentionally injuring another person
- Rude / violent outbursts - verbally or physically
- Intentional discriminatory and prejudiced incidents
- Instances of bullying

Procedures in place when a child's behaviour is not acceptable.

When children misbehave it is important that adults are consistent in following this policy and respond accordingly to limit disruption and correct unacceptable and unwanted behaviours. The adult supervising the child will choose an appropriate action to remind and correct the child's approach. At times children may need 'time out' from a situation to calm down, reset their behaviour or distance themselves from another child.

Any continued poor behaviour will be acknowledged by placing the child at Yellow level. This formally acknowledges that the behaviour is unacceptable. The child needs to be told that their behaviour is unacceptable and that they need to make the right choices to improve their approach. They must be given the opportunity to correct their behaviour and acknowledgement given for improving. Staff should ensure that the improvement is expected and seen in the same context where the child has been placed on Yellow level e.g. if the child has made the wrong choice playing on the playground and a Yellow level has been given, they must show improved behaviour when playing on the playground for them to earn time back and return to Green level. The consequence of being placed on a Yellow level is that 10 minute chunks of time are taken away from the children's reward time. Further chunks of 10 minutes will be taken away for further wrong choices being made or further poor behaviour.

Any instance of Red level behaviour will be discussed and agreed with the staff member alongside a member of SLT (Senior Leadership Team). The child will lose all of their reward time, reflect on their poor behaviour with a member of the SLT and consider how they will not repeat this behaviour again. The child's parent will be informed of their poor behaviour and their loss of reward time. Parents will be asked to support the school in this decision. Further support will be provided to the child if this is necessary.

The school's Exclusion Policy will be referred to in extreme cases of poor behaviour where the child's behaviour meets the criteria outlined in the policy. This policy will only be followed as a last resort.

Consequences of unacceptable behaviours

It is important that any consequence is appropriate for the individual child based on their age, understanding and individual need. For our youngest children an immediate consequence within the same day is key to enable them to re-set and start the next day positively.

EYFS & Year 1 & individual needs - Yellow level

- Time out during the day of the incident
- Time away from the rest of the class - time out to calm and talk about the incident so they understand how they can make the right choice
- Time out at the end of day class reward time

EYFS Year 1 - Red level

- A proportion of next playtime with adult to reflect on poor behaviour and how to rectify and understand for behaviour not to reoccur

Our older children work towards their Friday University reward time, providing time to make consolidated improvements and be recognised for these.

Year 2 & KS2 Yellow

- 10-minute chunks of time are taken away when a child is placed at Yellow level. The child joins the activity, reports to the adult explaining why they've lost the time and sits out of the activity for the allotted time. They will then join back in with their activity for the remainder of the University time.

Year 2 & KS2 Red

- All University time is lost that week and spend time with a member of SLT to reflect on what went wrong and how they will ensure the behaviour will not occur again. An appropriate recording task of apology or poster may be set to share positive approaches and help to reinforce a more positive approach to a situation.

Needs of Individual Children

At times, our whole school approach may need to be amended to meet the needs of an individual child who requires a bespoke and tailor made approach. This may include more immediate sanctions, the use of strategies more appropriate to our younger children, alternative use of staffing, use of positive rewards or strategies linked to specific needs. It is important to acknowledge unwanted and unacceptable behaviours as part of managing the outcome of any incidents. Red level behaviours may result in more immediate sanctions on the day as with our youngest children.

Responsibilities

Responsibilities of Children

- to follow our School Superpowers to the best of their ability
- to treat adults and other children with respect and politeness
- to follow instructions and do as they are asked by all adults in the school
- to take increasing responsibility for their own actions, learning and behaviours

Responsibilities of staff

- to treat all children fairly and respectfully
- to create a safe environment where everyone has a right to feel safe and secure
- to provide a challenging and interesting curriculum
- to recognise that each child is an individual, with individual needs
- to enable each child to do their best
- to talk positively about our children

Responsibilities of parents/carers

- to support the school and their expectations of good behaviour
- to liaise and work in partnership with school staff

- to ensure children arrive on time for school and are ready to work to ensure they start the day positively
- to encourage respect for other people
- to help children realise the importance of education and to praise them for their efforts and achievements

Involvement of Parents

Bradleys Both Community Primary School encourages parents to take an active part in the life of our school and values the part that they can play in supporting the Positive Behaviour Policy. We are keen to work in partnership with parents to further support and teach their children to establish a mutually positive approach to school life. It is essential that all adults appreciate that everyone is different and have differing needs.

Regular review of policy and procedures

Our Positive Behaviour Policy will be formally reviewed annually at the start of the Autumn term. In addition, staff and Governors will refer to the policy and procedures each term within meeting agendas to promote consistency amongst the staff team and enable staff to raise any challenges or concerns about our whole school strategies. Discussions will be held, and any adaptations made to the policy at these times.