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Bradleys Both Community Primary School
Positive Behaviour Policy

Introduction

At Bradleys Both Community Primary School, our aim is to promote behaviour that allows children to achieve their potential within a positive environment which sets high standards in behaviour and tolerance. We believe that good behaviour needs to be carefully developed, nurtured and established. Most importantly, all individuals have a right to be happy and safe in school. This Positive Behaviour Policy, together with the Anti-bullying Policy, forms the behaviour management strategy for our school.

Aims of our Positive Behaviour Policy

- We aim to ensure that opportunities for learning exist for all children, acknowledging equal opportunities regardless of gender, race, creed or ability.
- We will promote the personal, social, moral and emotional development of each child.
- We acknowledge the importance of building high levels of self-esteem in all pupils. We have high levels of expectation in all areas of the curriculum - in work, in behaviour and in attitude.
- We believe in working together for excellence for all. This policy sets out to underline the positive expectations and ethos of the school.

This policy includes:

- The philosophy which underpins a positive behaviour policy
- Our School Superpower Rules
- Strategies for promoting good behaviour
- Responsibilities
- Sanctions and Rewards

Philosophy

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, promoting the values of courtesy, honesty, fairness and respect for others. We believe we should be preparing children to

be independent in their learning, in an environment where teachers have a right to teach and children have a right to learn.

Creating a climate of positive behaviour involves all members of the school community; it carries staff, governor and parental responsibility as well as expectations for pupils.

The policy is shared with all parents in order that they may understand the school's expectations when their child starts school. It is shared with pupils during school assemblies, class circle times, end of day reflection times and PSHCE lessons,

The Positive Behaviour Policy is reflected in our School Superpowers which are displayed around the school and are referred to and promoted at every opportunity. We recognise that some of our children are visual rather than auditory learners, so reminders displayed and referred to.

Rights have corresponding responsibilities. These often need to be explicitly taught and reinforced until they become routine. In each class rules are referred to and incorporated into daily activities, encouraging children to:

- own their behaviour
- respect the rights of others
- develop positive self esteem
- build workable relationships

Our School Superpower Rules

At Bradleys Both Community Primary School we will try really hard to use our whole school Superpowers.

We will

- **listen** carefully to other people
- **think** carefully throughout the day, especially when we find something challenging.
- **talk** at the correct times
- always try hard to use **manners**
- **care** about our class mates, classroom personal belongings and resources.

Strategies for the promotion of good behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem through criticising in front of an audience is likely to increase misbehaviour. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before constructively criticising their work. This encourages children to be more receptive to important learning points that a teacher is making. Equally, within the class, the aim is to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem.

Be consistent

Children have a need for the world around them to be as reliable and fair as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that is expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings ("You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to share secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

Frequent task-centred contact with children communicates that attention is predominantly for behaving well. All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display 'withitness' - a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self awareness

Adults in school need to communicate confidence and authority. In order to do this it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work quickly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth

- holding the door open for someone
- handing homework in on time
- being a good friend
- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others

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 help make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

Responsibilities of staff

- To treat all children fairly and respectfully
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best
- To talk positively about our children

Responsibilities of parents/carers

- To ensure children arrive on time for school and ready to work
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To work with the school and its aims through the Home/School Agreement

Bradleys Both Community Primary School

Sanctions and Rewards

'The University of Bradley'

Positive and good behaviour are promoted at Bradleys Both Community Primary School by children being encouraged to make the right choices. All children will start each week with an entitlement of their Friday afternoon activity to attend our University of Bradley. This will be half term modules that are chosen by the children from a given list. These activities are arranged to enhance and enrich the curriculum for our children as well as rewarding good behaviour for all children.

Aims:

- To enrich the curriculum offered at our school
- To promote positive behaviours.
- To provide a real life learning experience
- To reinforce and develop skills
- To promote social skills and teamwork
- To meet and work with other people
- To enthuse the children and develop enjoyment in their learning
- To work with and develop the use of our school resources
- To promote the Every Child Matters agenda
- To fulfil aspects of SEAL and PSHE

Promoting good behaviour

At our school staff find opportunities to promote children making the right choices, working positively in and around school and approaching school with great effort and determination. It is very important to acknowledge these children and refer to them as role models and ambassadors of our school for other children to refer to. A Gold face has been introduced for children who remain on the green face and continue to work with great effort, determination and demonstrate positive approaches towards school. Any children who are on a Gold Face 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 face for. A special reward will be given to any children who have earned a total of five gold faces each half term. These children will also have their names acknowledged in Friday News. We want the children at Bradleys Both to want to make the right choices and want to do their best.

Dealing with poor behaviour

It is inevitable that at times children will make mistakes and make the wrong behaviour choices. Our role as adults is to teach the children to learn from their mistakes and the wrong choices they make. Opportunities should be taken by adults to learn from mistakes and promote improvements in approaches by individuals.

Instances of moderate and serious level incidents should be reported using the 'Record of Incident' form. This should be initially completed by the member of staff dealing with the child and then passed to SLT to ascertain whether any follow up is required. Staff are requested to record when parents are communicated with and if any outside agencies are involved with the child. The incident record is filed in the School Log file.

In the following table we have listed examples of inappropriate behaviours and a range of consequences which may be used as deemed necessary. **Behaviours**
Please be aware that this is not an exhaustive list of behaviours.

Low Level	Moderate level	Serious level
Fidgeting / fiddling	Consistently shouting out	Fighting
Telling tales	Poor effort	Serious assault /
Punctuality	Consistent rudeness	physically hurting another
Dropping litter	Distracting others	person Stealing
Noisy eg talking / shouting	Unprepared for work (continuously)	Vandalism eg graffiti
Failing to keep on task	Disregarding supervisors	extreme damage to school property / toilets
Leaving desks Unkind remarks	Threatening / aggressive behaviour	Serious physical / verbal threats made to staff or children
Bad language (one off)	Refusal to co-operate	Violent outbursts, verbal / physical
Time wasting	Repeated incidents of any moderate behaviours	Leaving school without permission
Running in corridors	Telling lies	Racist incidents
Pushing in line		School refusal
Borrowing without permission		
Leaving work area untidy		
Any persistence of low level behaviours would move into the moderate level	Further incidents will result in additional time being lost.	Headteacher or SLT informed and involved.

Sanctions / Procedures

Low Level

Dealt with by Class teacher or TA
Frown
Verbal reminders given
Withdrawing attention
Repeat activity properly
Move / sit alone
Reward others
Warning
Related sanction e.g. completing work, cleaning up mess
Time out in class

Moderate level

Dealt with in Class and reported to Headteacher in weekly log.
'Record of Incident ' report completed.
Time deducted from University of Bradley activity
Time out in another class.
Extra work
Buddy system
Reflect and write
Contact with parents
Informal parents meeting
Loss of privileges
Referred to SLT or Headteacher

Serious level

Behaviour log completed.
Send to Headteacher
Loss of University of Bradley activity.
Missed break/lunch breaks
Involve parents
Involve SENCO Education Plan
Weekly behaviour report
Involve outside agency - staff liaise with HT/AHT to access support.
Early Help referral
Individual lunch arrangements
Modified timetable
Internal exclusion from class
Fixed term exclusion
Permanent exclusion

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

When children misbehave the class teacher will choose an appropriate sanction. In the majority of cases this will correct the behaviour and help the child to make positive changes. When this doesn't have the desired effect, further steps will be required. This will include the consulting with parents to help us address the poor behaviour.

When children are placed on an **AMBER** warning for **MODERATE LEVEL** 10 minute chunks of time are taken away from the child's activity. In this instance the child will attend the University of Bradley activity but sit out of the activity for the length of time and watch the rest of their group taking part. In the event a child loses 10 minutes of time they **MUST** be given the opportunity to learn from their mistake, correct their behaviour and show an improvement which will then be praised by them earning the time back before Friday.

Children will be monitored each week by the Class teacher reporting any loss of time to the Headteacher.

Any **SERIOUS LEVEL (RED Face)** behaviours will mean a total loss of University time and result in the child spending the time with the Headteacher or SLT. Parents will be informed if a child loses ALL of their University of Bradley time in a week. A child is placed on a Red Face after consultation with the Headteacher or Assistant Headteacher. Red faces are used as a last resort and demonstrate to the school community that physical reactions, bullying and serious rudeness will not be tolerated at our school.

Only in the most extreme cases will poor behaviour ever result in exclusion.

Involving Parents

We encourage parents to take an active part in the life of our school and value the part that they can play in supporting our children's learning. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations.

Parents will always be informed when their child is placed on a Red Face and support from parents will be expected in ensuring that the child does not repeat their unacceptable behaviour.

Inset Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in- service training .

This policy is reviewed annually at the start of each school year to remind all staff of our consistent approaches at Bradleys Both.

Evaluation

The effectiveness of the policy will be measured by:-

- A reduction in the number of children being sent to the Headteacher
- A reduction in the number of children referred to external agencies for behaviour.
- A reduction in the number of children referred to Key Stage Co-ordinators.
- Fewer incidents of disruption in class.

The policy will be reviewed annually following evaluation by staff. The views of children and parents will also be sought through the annual questionnaire