

Peterborough Diocese Education Trust

Barby Church of England Primary School



# Positive Behaviour Policy

Committee Approved: Resources  
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Reviewed:  
Reviewed:

## **Barby C E Primary School**

### **Positive Behaviour Policy**

#### **Introduction**

Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. This Positive Behaviour Policy is based on Christian values and should enable and encourage children to develop self-awareness, to develop behaviour for learning enabling them to succeed, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

In accordance with the aims of the school, the Governing Body of Barby CE believe that all members of the school community should be valued, cared for, treated courteously and encouraged to make their unique contribution. Within our Christian ethos of love, forgiveness and respect for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.

#### **Aims**

Developing positive behaviour is a necessary part of the provision we make at Barby CE Primary to create and maintain an orderly working environment in which all members of the school community can learn whilst feeling safe and secure. By promoting positive behaviour we hope to deter negative behaviours. By doing so we aim:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To provide clear boundaries of acceptable behaviour, and to promote safety of pupils and adults.
- To have a consistent and fair approach to behaviour management throughout the school, that encourages parental cooperation and involvement.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To help pupils, staff and parents have a clear sense of direction and a feeling of common purpose.

#### **Expectations**

All members of the school community are expected to behave in a considerate way towards each other and to demonstrate positive behaviour which supports our school ethos. Through doing so, we aim to create a school community built on respect, compassion and love where each individual has a sense of respect and belonging and where learning is valued.

We have an expectation that all members of Barby CE School will follow the rules and principles that underpin this policy and will ensure that these are applied consistently and fairly.

Our policy is based on the premise that everyone has rights and responsibilities and is based on high expectations for all and positive reinforcement.

#### **Teaching our Christian Values**

At Barby CE Primary School we believe that the positive behaviours we expect are based on the Christian Values we have chosen as a focus for our school. Twelve values have been chosen for our schools with any six being looked at over a particular academic year.

These values are:

***Year A- Respect, Friendship, Forgiveness, Courage, Compassion, Generosity***

***Year B- Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness***

We believe that staff, parents and visitors of Barby CE can contribute to actively helping children develop their understanding of these values. They can be promoted in various ways by:-

- Modelling the values directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Linking the values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour

### **Rules , Routines and Behaviour expectations**

Rules and routines are important in providing the clear structure in which our policy operates in a day to day basis. They provide clarity and outline the expectations of all members of the school community.

School rules have been agreed and are visibly displayed around the school and on the playgrounds. The children should be consistently reminded of these rules as they enter the school and at the beginning of each academic year and are then expected to adhere to these.

Our school rules are in the form of questions:

At Barby CE School we ask ourselves –

- **Is it kind?**
- **Is it sensible?**
- **Is it your best?**

Having our rules in the form of questions enables children to reflect and think about their behaviour rather than engaging in the do / do not type statements.

Classroom rules are drawn up collaboratively between pupils and staff at the beginning of each academic year. They are expected to be supportive of our school ethos and provide a clear set of 'positive' boundaries to ensure that children can work and learn cooperatively in a safe, happy and supportive learning environment. These rules should be clearly displayed in the classroom for pupils to see.

Routines for daily school life are well established. There is a clear timetable in operation. Children are reminded of the expectations for moving around school, coming in from playtimes

and for leading into assembly on a regular basis. Each classroom will have developed its own set of routines pertinent to the age and stage of the children.

Children in the Early Years are allocated a 'buddy' at the beginning of the year. This fosters a responsibility for older children. We expect all children to model good behaviour, the school council should particularly show a model of behaviour excellence.

In addition, there are certain types of behaviour which staff should either try to foster or discourage:

- Children are expected to move sensibly around the school, walking at all times. This is particularly important at the beginning and end of breaks. The need for patience when queuing at lunchtimes etc. should be stressed. Excessive noise, pushing and running should be discouraged and challenged.
- The school is a rich and stimulating environment. Children are encouraged to take pride in it, and to care for it, by ensuring that it is kept clean and tidy, and that coats, working equipment and litter are not left on the floor.
- Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. The following behaviours are unacceptable and must be challenged:- fighting, physical abuse, verbal abuse (including racist remarks which must be reported to the Headteacher for logging including the consequence), and spitting.
- All incidents or suspicions of bullying must be investigated and dealt with firmly and logged in the Class Behaviour Log Book **including the consequence** by the class teacher/teaching assistant and monitored by the Headteacher.
- Children are encouraged to be polite and helpful to all visitors to the school.
- Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions.
- Children are encouraged to take pride in themselves, by caring for their own work, their appearance and property. This includes clothing, which should be worn correctly or should be hung on coat pegs or placed carefully into a drawer. Out of school, our reputation depends very much on how the children behave.
- Children are encouraged to express ideas and opinions, and also to be aware of the appropriateness of listening and taking turns in conversations and respecting and acknowledging the views of others. They are helped to see the need for silence when it is required.
- Children are encouraged to try at all times, to have confidence in their work and their abilities. They are helped to develop good concentration and learning behaviour, and to give of their best. They should be discouraged from interrupting or distracting others, and from working at less than their best.
- Children should be aware of our expectations for good behaviour and the agreed codes of conduct produced jointly by children and staff, and these should be referred to as appropriate.
- Children are encouraged to use their time sensibly and appropriately. This is important at all times, but particularly so at times of free choice, and playtimes.

All staff should, fairly and consistently, remind the children of any school rules and routines and should support the children appropriately so that they can adhere to these. There are a number of rewards and consequences that can support the staff in this.

### **Classroom systems**

Every classroom will have a behaviour board displaying the school rules and the star, green, amber, red circles. All pupils will start each session on green, linking with our marking policy where "green is good". If children move down they are reminded of the behaviour that will get them back to green "show me how sensibly you can work to move back to ...".

## Rewards

At Barby CE Primary School, we believe that children should be encouraged to behave well and work hard. We use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

### 1. Recognition and Praise

Staff should try to ensure they recognise good behaviour and offer praise where it is due. They should look to reward good learning behaviours but should be aware of the 'Good Job' syndrome where mediocrity is rewarded with unwarranted praise.

### 2. House points

These celebrate being part of a team and can be given for good work and / or behaviour. Children are organised into four houses: Pitsford, Ravensthorpe, Draycote and Rutland. Each week house points are counted and the cup awarded to the winning team. The winning team for each term is rewarded with a non uniform day. Individual certificates are also given in celebration assemblies:

Bronze certificate	45 house points
Silver certificate	90 house points
Gold certificate	135 house points
Bronze medal	180 house points
Silver medal	225 house points
Gold medal	270 house points

### 3. Smiley faces, stamps, stars or stickers as appropriate

These may be awarded for good behaviour or work and for reinforcing all aspects of acceptable behaviour. Smiley faces, stamps, stars or stickers can be awarded by any member of staff. Pupil's may also be sent to Mrs Toone for praise and a headteacher sticker.

### 4. Class rewards

Each class has a 100 square – the class can work together to earn a reward such as an extra playtime.

### 5. Certificates

Star of the week certificates are given out in weekly celebration assemblies. Class teachers share the reason for being the star of the week. Parents / Carers are invited to share this assembly with us.

### 6. Lunchtime Awards

This is awarded to children for demonstrating positive behaviour at lunchtimes both inside and out. These are awarded by the lunchtime supervisors and given out in celebration assembly.

### 7. Pen Licence

Pen Licences recognise formation, handwriting and presentation standards. Children need to demonstrate that their writing is consistently good across all subject areas. Their class teacher will decide if they are ready to show their work to the headteacher and receive a pen licence.

## 8. Attendance

At Barby C.E. Primary School, we monitor attendance closely, we endeavour to telephone anybody who is absent within the first hour of school and provide online reporting for absence. Certificates are given to pupils whose attendance is 100% each term. Those with 100% attendance for a full academic year are given a book token.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

## Consequences

It is important that children learn that there may be consequences when things go wrong and the wrong choices have been made. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will use the red / amber / green system to encourage children to rectify their behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens or hurts another child, the class teacher records the incident and a sanction is employed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

## Stepped Consequences

1. Verbal warning
2. Time out
3. Miss break time
4. Send to senior leader or Headteacher
5. Inform parent

Other consequences that may be used in our school:

*Loss of Playtime* - Children may be asked to complete the work they have missed with their class teacher during a missed breaktime. Staff must ensure that any work set is suitable for the child. Time needs to be taken to talk to the pupil about the unacceptable behaviour.

*Writing a letter of apology* - Children may be asked to write a letter of apology if they have upset another person.

*Withdrawal of opportunities to attend school visits or special events* - Staff should seek advice from the Headteacher before applying this sanction.

*Withdrawal of opportunity to join in extra curricular activities* - Staff should talk to the teacher organising the activity before this sanction is applied.

## **Entry into the Class Behaviour Log or Headteacher Behaviour Log**

Log Entries should be made when any member of staff believes that a pupil's behaviour or attitude seriously contravenes the accepted behaviour of our school.

Class behaviour logs are for recording behaviour in classrooms that is deemed to be unacceptable. The class teacher or Headteacher/Senior Member of Staff (in the case of serious incidents) will follow up the incident.

All staff are responsible for recording incidents they have witnessed or dealt with. The log records the pupil's name, date and time of incident, brief description and action taken. If the pupil has been referred to the Headteacher, or a Senior member of staff, then this should be recorded also. If the same pupil has 3 or more incidents in one week then they will attend a breaktime reflection session with the headteacher or senior teacher. This will be a time to consider our school rules and think about the behaviour expected in school. Parents will be notified of this.

Our school is a place for learning, lost learning time is also recorded so that we can monitor and respond to a loss of important lesson time – these records are monitored by the Senior teacher and Headteacher.

## **Fixed Term Exclusion**

In the event that a pupil's attitude and behaviour continues to give rise to unacceptable incidents, then the Headteacher will follow the fixed term exclusion guidelines.

Following any fixed term exclusion, the parent and pupil meet with the headteacher or senior teacher to agree ways forward.

## **Permanent Exclusion**

In the event, that despite the concerted efforts of staff, a pupil is not willing or unable to conform to the Code of Conduct, the Headteacher will instigate formal Permanent Exclusion in line with guidance and advice from Northampton County Council.

## **Children with specific Social Emotional Mental Health Issues**

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management should be given an Individual Behaviour Plan (IBP). This document includes details of individual & specific 'child-centred' targets with details of ways that the child can be supported in achieving those targets.

At this stage the SENCo will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents. An IBP must be shared with the child and shall be reviewed on a termly basis.

In gathering baseline information about a child's social, emotional, mental health, a range of assessments may be carried out including;

- The Goodmans Strength and Difficulties Questionnaire
- Boxhall Assessment
- A risk assessment

## **Playtime Behaviour**

### **Outside Play Areas**

- At playtime and lunchtime, teachers must ensure that children go outside into the playground and do not remain in unsupervised areas. If it is wet weather and the decision has been made that it is too wet to have playtime or lunchtime outside the children must be sent back to their classrooms. Additional adults will be used to supervise the children at playtime and at lunchtime mid-day supervisors will be deployed to ensure that there is adequate supervision of children in their classrooms.
- They should use play apparatus appropriately, e.g. skipping ropes should not be used to tie people up.
- Children should walk in when told to do so.
- Children should not pull or otherwise harm their own or other's clothing.

### **Wet Playtimes**

- Children should not use computers, scissors, sand or water unless closely supervised during wet playtimes. These rules are made for their own safety.
- Wherever possible, children should be encouraged to occupy themselves sensibly, e.g. by using a stock of wet playtime games, or drawing etc. Such stock should be maintained and replenished by class teachers.

### **Lunchtime Supervision**

- Children should treat lunchtime supervisors with respect and obey their instructions.
- Whenever possible, lunchtime supervisors will encourage the playing of various games and the use of appropriate playground games equipment. They should organise the games and encourage children to participate.
- Safety is a priority. Children should not be allowed to indulge in any rough play in which they could hurt themselves or others.
- They must know in which areas they are allowed to play.
- A member of teaching / TA staff can be summoned using the red card system during the lunchbreak and they can be called upon to deal with any incident which the lunchtime supervisors need support with.
- At the end of each lunchtime, supervisors will inform the class teacher on duty of 'minor/other' incidents.

During playtimes and lunchtimes it is important that staff on duty remain vigilant near the fences and have the highest regard for the children's safety.

### **Physical Intervention**

The use of physical intervention is very rare and is best avoided wherever possible. There may be exceptional circumstances where it may be appropriate e.g. if a child is hurting him/herself, others or damaging property. Any intervention used will be minimal and in proportion to the circumstances of the incident (see Positive Handling policy).

## **Roles and responsibilities**

### **Children's Responsibilities**

- ✓ To work to the best of their abilities, and to allow and encourage others to do the same.
- ✓ To uphold the principles detailed in the Home – School Agreement
- ✓ To treat others and themselves with respect
- ✓ To graciously follow instructions of all adults in school
- ✓ To take care of property and the environment in and out of school
  
- ✓ To co-operate with other children and adults
- ✓ To take increasing responsibility for their own actions

### **Staff Responsibilities**

- To treat all children fairly, and with respect
- To raise children's self esteem and develop their full potential
- To provide a motivational, challenging, interesting and relevant curriculum
- To create a safe and pleasant physical, academic, social and emotional environment
- To apply rules, rewards and consequences clearly, fairly and consistently
- To be good role models
- To form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual, and to be aware of their individual strengths and areas for development.

### **Parents' / Carers' Responsibilities**

- To make children aware of the need for appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school, attend parents evenings and work in partnership
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To uphold the principles detailed in the Home – School Agreement
- To be aware of school rules and expectations

### **Governors Responsibilities**

- Notify the Head Teacher and offer further guidance where Governors feel that particular measures should be introduced or issues should be addressed regarding behaviour.
- Consult with the Head Teacher as necessary if a fixed term or permanent exclusion is deemed appropriate.
- Ensure staff receive necessary training and support for their own development enabling them to deliver the best possible learning experiences and manage behaviour effectively.

## Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher informally records minor classroom incidents including those reported to them by another member of staff. The Headteacher records serious behavioural incidents which are reported to her. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Approval Authorisation

Authorised By	
Head Teacher:	Signature: ..... Print: ..... Date: .....
Chair of Governors:	Signature: ..... Print: ..... Date: .....