



POSITIVE BEHAVIOUR POLICY

Ben Rhydding Primary School

Document history

Policy document:	Positive Behaviour Policy
Legislation: education/ other	Statutory document for school
Lead member of staff:	Glen Hartford, Head teacher Peter Timms, Deputy Head teacher
Lead governor:	Sarah Hughes
Governor committee:	School Improvement
Committee approval date:	December 2017
Review Frequency:	Every 3 years
Reviewed:	12.03.20
Next review	March 23

Celebrate our Learning

At Ben Rhydding Primary School everyone is valued and respected as a member of our learning community.

Our vision for our school is one of a happy, dynamic learning environment where all members of the school and its wider community have a sense of belonging and understand their responsibility to contribute to the enjoyment and success of the learning community that we all share.

Introduction

At Ben Rhydding Primary School we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Ben Rhydding Primary School expects every member of the school community to behave in a considerate and fair way towards others. To encourage good behaviour and anti-discrimination we have decided to implement the following procedures, rewards and sanctions, which have been agreed by the Governors.

- The school will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are victims.
- The children must know that they can approach any member of staff
- That the school will not tolerate bullying or discrimination.

Rationale

Helping pupils to control their behaviour is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Develop the whole child enabling them to take responsibility for their own behaviour.

- Provide a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, which will enable them to make the right choices.
- The policy will allow children to work and participate to their full potential.
- Children need to know when they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Children will have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Schools can and do make a difference to the personal development of the child.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Values we are trying to promote

- Taking responsibility for your own behaviour
- The ability to make choices about our behaviours
- Being honest and telling the truth
- Having mutual respect and being polite to one another
- Caring for others
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.
- Accepting and recognising individual differences

Aims

- Every child should have respect for him/herself and for other people.
- Every child should have respect for property and the environment.
- Children should learn truth, politeness and good manners.
- Every child should develop the ability to listen and to respect the rights and feelings of those around him/her.
- Children should try to be tolerant and considerate in their dealings with others.
- Every child should develop the notion of self-discipline and become a responsible member of our school community.

Philosophy of Positive Behaviour

Positive behaviour strategies are very effective and there are a number of successful characteristics that underpin and support the approach we employ at Ben Rhydding.

For example:

- Be clear and specific about the behaviour wanted;
- Notice and affirm good behaviour when it occurs, informally and formally;

- Establish predictable and fair consequences for inappropriate behaviour;
- Support pupils who have difficulty in experiencing success;
- Ensure that all aspects of school organisation are consistent with the policy.

This positive behaviour policy does not require everybody to adopt exactly the same strategies, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our ‘reward systems.’ Before adopting a strategy staff must ensure that it conforms to the following **principles**:

- Ensure that all rewards and sanctions are consistent and fair.
- It is not too intrusive and does not disrupt day-to-day classroom activities
- It is not unnecessarily complicated
- It rewards positive behaviour
- Most rewards are not tangible, but are to do with affirming responses
- Rewards are only effective if the majority of pupils are getting them

Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore it is important to implement a whole school approach, based on an agreed policy and strategies that can be consistently applied.

Rights and responsibilities

Every member of our school community has a number of key rights and each right has a commensurate responsibility.

RIGHT	RESPONSIBILITY
To be safe and secure	Not to threaten the safety and security of others
To be cared for	To care for others
To be respected	To respect others
To be treated with courtesy, by adults and children	To be courteous to adults and other children
To be heard	To listen to others
To be valued for what they can offer	To value the contribution of others
To receive praise, for every effort and success, so that they feel good about themselves	To praise the efforts and successes of others

To be in an environment where learning can take place	To avoid behaviour that will disrupt the learning environment for others
To be in a clean environment	To keep the school tidy
To be in an interesting and stimulating environment that is properly equipped	To help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly
To know what reasonable and consistent expectations are made of them by adults	To work hard to meet these reasonable and consistent expectations
To be dealt with fairly and consistently, by adults and pupils	To deal fairly and consistently with others
To have their own opinions and beliefs	To respect and tolerate the different opinions and beliefs of others
To develop independence and self-discipline	To exercise independence and self-discipline responsibly

Derived from these rights and responsibilities are the expectations of good behaviour that we want from the pupils at Ben Rhydding Primary School.

Children and the Classroom

In the classroom, teachers must work with the children to create and sustain a positive, supportive and secure environment. They need to ensure that the children understand the school philosophy of positive behaviour and that they are familiar with the rights and responsibilities of the whole school community.

The children will be encouraged to:

- Be respectful of their own and other people's property;
- Be polite and friendly;
- Use expressions such as 'good morning', 'please' and 'thank you';
- Use the proper names of children and adults and give adults their full title;
- Be smartly dressed in school uniform;
- Change into indoor and outdoor footwear where appropriate;
- Keep the cloakrooms clean and tidy;
- Keep their own workspace and drawer clean and tidy;
- Use materials and resources carefully;
- Be sensitive in personal friendships;
- Avoid bullying and intervene when it happens;
- Tell adults if they know someone is being bullied;
- Learn how to deal with conflict constructively;
- Avoid using bad language;
- Share, listen to others and cooperate;
- Be kind, caring, honest and respectful of others;

- Take responsibility for their own actions;
- Treat other people the way they would like to be treated;

Rewards

The following examples show some of the ways in which teachers may acknowledge good behaviour. Teachers have discretion to use appropriate rewards which are open to all and which take into account the age and abilities of children. Teachers should be careful to look for every opportunity to praise and encourage good behaviour, in accordance with the school philosophy described in this policy.

- Words of praise
- Sticker, smiley face or appropriate comment on child's work
- Highlighting a child's work in the classroom
- Telling parents after school when they collect children
- A reward in the classroom (not sweets) such as being able to choose the story or read first etc.
- An 'in class' system such as 'worker of the week' or 'superstar'
- Lunchtime supervisors in the dining room/playground also give out stickers to give to children they spot being good role models.
- Highlighting individual children in 'good work' assembly
- Asking the children to bring a special piece of work to the Head teacher
- 'Learning Hero' of the week. Children are chosen for positive behaviour or learning behaviour. These children are then mentioned in a special assembly on a Friday afternoon.
- 'Going for Gold' –Traffic Light System. This is a reward system which is used across the school and is linked to our house point system.
- Caretaker Award – the tidyest classroom is rewarded each week with 15 minutes extra play and head teacher house points.

'Going for Gold' Traffic Light System

Every child at the beginning of the day starts on green with the aim being to get to gold by the end of the day (Gold, silver, green, amber, red). Should a child reach gold they will be rewarded with a gold star worth 10 points.

This system is to be used in all classrooms from Reception to Year 6. All children's individual name cards are displayed on green for go at the start of each day. The children aim for gold. Their achievements will be related to learning and when a pupil makes a positive contribution or difference to the classroom community/climate.

e.g.:

- Children taking ownership of routines
- Acknowledging good behaviour
- Development of self esteem
- Emotional intelligence, teaching feelings language SEAL resources

The number of gold stars are announced in the Friday afternoon Learning Hero assembly by the Head teacher. At the end of the school year, the gold points are added to the normal house points and go towards winning the end of year trip.

Celebration Assemblies

An important and positive feature of this policy are the weekly Golden Book and ‘Learning Hero’ assemblies. The whole school comes together to celebrate the children’s achievements that week. As part of the Friday afternoon assembly each classes’ ‘Learning Hero’ will be announced, along with the winning class for most gold stars earned that week.

The caretaker award is usually announced at the Friday afternoon assembly.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum match to ensure pupils are engaged, motivated and challenged in lessons at the appropriate level
- Establishment of effective relationships
- Teaching of co-operative strategies

Behaviour Logs

Class teachers keep an electronic record of any behaviour incidents in the behaviour log on the Cpoms system which records the date and any action taken. The school also uses a yard log book to record any unacceptable behaviours on the school yard. The SLT monitor the behaviour logs regularly, they analyse them and look for patterns. They will look at what actions have been done as a result of an incident being logged, e.g. did the child miss playtime, who spoke to them etc.

Should a child persistently end up on red on the traffic light this will be recorded onto a ‘Behaviour Log’ (Class teachers use their professional judgement as to when a child is recorded in the Behaviour Log) and a ‘red’ letter is sent to the child’s parents/guardians.

If a child’s name is recorded in the school’s yard book three times during the course of a half term, then a yard letter is sent home to the child’s parent/guardian. Both letters have a parent/guardian return slip and both invite the parent/guardian into school to discuss the matter further with the Mr Hartford, the Head teacher, if they so wish to do so.

If a child’s behaviour is repeatedly logged and the ‘red’ and ‘yard’ letters appear to have had little response then the child’s parents/guardians will be asked to come into school to discuss the way forward in order to support the child towards being able to manage and control their behaviour appropriately.

Reflection Sheet

Repeated reds and/or yard behaviour logs will also result in the pupil filling out a reflection sheet. (See Appendix 1)

General Guidelines on Sanctions

Teachers' own experience and commitment to the *schools' Vision Statement* and the listed rights and responsibilities in this policy will illustrate the sort of environment we wish to create in school. The emphasis will always be that teachers EXPECT children to behave well and that poor behaviour is an exception.

Most instances of poor behaviour will be dealt with by the Class Teacher quietly and professionally according to the guidelines of this policy.

It is recognised as important that a child who has been behaving badly is taken to one side to discuss the behaviour and is not 'told off' in front of the class.

It is recognised that individual children should not be labelled as inherently bad or poorly behaved. Teachers will try to heal any breach in the normally good relationship between teacher and child as soon as possible.

The emphasis will be on the positive of recognising good behaviour rather than the negative of highlighting bad behaviour.

It is impossible to produce lists of all occurrences that promote or contravene the principles set out in the table of rights and responsibilities. Teachers should discuss and agree the few school and classroom rules with children and ask them to contribute their ideas to make working together as pleasant as possible

As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff in our mutual desire to create a just, safe and happy learning environment.

When dealing with inappropriate behaviour, staff should follow these three over-riding rules:

- Be calm – children should be spoken to calmly and firmly referring to what sanction may be needed and why the action is being taken.
- Logical consequences - These generally have two steps. The first step is to stop the misbehaviour. The second step is to provide an action that reminds children of the rules, reinstates the limits, and teaches alternative behaviours.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child breaks a rule or shows signs of negative behaviours:

- Non-verbal signal /warning
- Verbal warning /s

If inappropriate behaviour continues children move their name down traffic light - amber then red with the aim of moving back up to green or gold by the end of the day.

- The child will be given at least one warning about their inappropriate behaviour or actions
- Time out in a specified area of the classroom
- Missed minutes of playtime – age appropriate
- Referred on to see Head teacher to discuss behaviour

- The Head teacher has the discretion to take any other appropriate action deemed necessary.

Dining Room Lunchtime Supervisors will follow the same procedure outlined as above.

Lunchtime supervisors will record all behaviour incidents and this information is passed to the class teacher immediately after the lunch break. Internal exclusion can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer ‘time out’ from the lesson to reflect on their behaviour. It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete and their parents are to be informed as soon as possible and no later than the end of the school day.

Longer term internal exclusion will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. The SLT will ensure where and when this will take place and ensure the provision for the pupil during the day.

Exclusion for serious incidents of negative behaviour where there may have been or is likely to be significant harm or risk to pupils or staff. The school reserves the right to fixed term exclude any pupil without using the above consequence process. The process for dealing with incidents of serious negative behaviour leading to exclusion will follow the Bradford LA guidelines and exclusions will only be carried out by the HT or a member of the SLT deputising for the HT.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant the SENCO would be asked to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND Policy).

Safer Handling

At times, for various reasons, events could occur when it is necessary for staff to intervene to diffuse potentially serious incidents. This could include the need for the Physical Restraint of children by members of staff for their own safety or the safety of others.

At all times the minimum amount of restraint will be employed to diffuse the situation and the objective will be to calm any tensions which may arise and restore good order to the school. All such incidents will be reported to the Head teacher and logged onto CPoms.

School responsibilities:

It is important that children are consistently taught a range of school routines that reinforce the personal responsibility that we have towards our school community and in line with the School’s Home School agreement.

- Good attendance and arriving on time to school for the start of the day and individual lessons.

- Walking around school in an appropriate manner at all times.
- Knowing which areas of the school are ‘in bounds’ during periods of free time i.e. Break and lunchtime.
- Knowing to look out for Playground Buddies if they don’t have anyone to play with at break times

Parent responsibilities

- Know the rules and commit to the Home/School agreement
- Support the child in understanding their responsibility to their school community.
- Support the school in implementing the school behaviour policy.
- Discuss any concerns with teachers and staff. Let us know if you have any concerns or worries.

Children’s responsibilities

- Know the rules and commit to the Home/School agreement
- Pay attention to the School’s Behaviour policy by following the principles of positive behaviour outlined within it.
- Take and accept personal responsibility for the impact and the consequences of their actions within the school community.

The essence of the policy is mutual trust and confidence in the shared goals of good behaviour, together with an understanding and acceptance of the rights and responsibilities of everyone in the school community.

Appendix 1

Reflection Sheet

Name	
Year	
Date	

Think back to what happened. What did I do?



What do I need to do to make sure that I improve my behaviour?



What actions need to happen to put this situation right?

Signature of adult	
Date	