



Curriculum Development

Positive Behaviour Policy

(PS 11/2016)

1. Introduction

This document sets out Bradway Primary School's aims and philosophy in working towards securing the highest standards of behaviour in our school.

There are three main parts to this policy.

- 1 The principles and underlying ethos of the policy
- 2 The roles of the people who will make it work
- 3 The procedures that will be implemented

2 THE PRINCIPLES BEHIND A SUCCESSFUL BEHAVIOUR POLICY

2.1 Aims of the Policy

At Bradway Primary School we aim to create and maintain, through good behaviour and discipline, an environment and a code of behaviour that promotes and secures good teaching, effective learning, and high standards of achievement.

We aim to encourage a partnership between children, parents, carers and staff in order that school and home work together for the mutual benefit of the child. Parents have a vital role in fostering good behaviour, and parental influence is critical in shaping pupil attitude and behaviour. We believe that it is important for parents, carers, teachers and teaching assistants to work together to maintain good behaviour and discipline.

The ethos of the school, our school values and the planning of a broad curriculum to include Learning for Life promotes the attitudes necessary for the nurturing of individual children's personal development. Positive recognition and encouragement of good behaviour is central to this policy but at the same time, clear strategies and policies for dealing with undesirable behaviour are also outlined.

Pupils with special needs will be supported according to their needs, with key staff liaising with parents and carers. Staff will use their professional expertise and knowledge of the individual child when applying the policy to these children so that their special needs are taken into account.

2.2 Bradway School Values

These values are a reference point for all members of the school community and were agreed by parents, governors, pupils and staff. They are central to what Bradway stands for and are used to reinforce and exemplify the high standards of behaviour we expect at our school. The values are listed below together with the terms during which they are particularly focussed on.

Autumn (first half): Friendship

Autumn (second half) : Respect
Spring (first half) : Positivity
Spring (second half) : Honesty
Summer (first half) : Co-operation
Summer (second half): Responsibility

2.3 General Management

- All parents receive a copy of the School Values and the Positive Behaviour Policy when their child joins the school.
- The School Values are discussed regularly both in class and at assembly time.
- The School Council meets regularly to discuss issues raised in class and on the playground.
- The Year 6 Jobs Rota as well as Young Leaders provides older pupils with a sense of involvement and citizenship whilst all pupils are encouraged to take responsibility for their own behaviour as well as caring for others.
- Support staff and supply teachers are informed of the behaviour policy and of any children with special behavioural needs. (see also Special Needs Policy)

2.4 The Class Behaviour Plan, Building Learning Power (BLP) (see also appendix 4)

The aim of this plan is to provide a fair and *consistent* way to establish a safe, orderly and positive classroom environment in which teachers can teach and children can learn. It consists of three parts:

- Class rules, that children must follow at all times. These rules are discussed and worded by the children at the beginning of the year during learning for life sessions and reflect the needs of the class. These rules are referred to during the year and may be altered.
- Positive recognition that pupils will get for following the rules and for doing their best in their work and in their behaviour.
- Consequences that result when pupils choose not to follow the rules.

Children using the **Building Learning Power (BLP)** learning capacities are recognised and rewarded with team point in KS1 and Dojos in KS2. Children who are good learners may be nominated as 'star learner of the week by their class teacher. (see appendix 4 for further details)

2.5 Differences in approach at Early Years/Key Stage 1 and Key Stage 2

Some of the rewards and sanctions referred to in the Positive Behaviour Policy are only suitable at particular stages in children's education. It is recognised for example that younger children respond better to immediate rewards and sanctions so sanctions such as a detention are not considered suitable for a child in Key Stage 1 or Early Years Foundation Stage.

2.7 Child Protection

In line with our Child Protection Policy, any child exhibiting unusual or uncharacteristic behaviour will be closely monitored by staff. Any disclosure, concern or incident will be logged and shared with either the Headteacher or the Designated Safeguarding Lead (DSL) and where necessary safeguarding referral procedures will be followed.

2.8 Equality

Discriminatory behaviour as a result of race, disability, sexual orientation, gender or religious beliefs will be dealt with as a severe behavioural incident. (see appendix 2). Incidents of unacceptable behaviour are logged and are reported to the governors on a termly basis. Any unusual or unexplained trends in the data are investigated and governors monitor behaviour by visiting the school and observing lessons and playtimes.

3. THE PEOPLE BEHIND A SUCCESSFUL BEHAVIOUR POLICY

3.1 The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- Reinforcing the school values
- Ensuring that the pupils have a 'voice'.
- Preparing stimulating lessons.
- Setting firm and consistent limits.
- The development and maintenance of a Class Behaviour Plan in consultation with children and a clear display of the class rules.
- Informing children of the behaviours they need to enable them to succeed in the classroom.
- Helping the children learn how to manage their own behaviour.
- Giving rewards and carrying out sanctions.
- Developing an active partnership with parents as an aid to promoting good behaviour.
- Ensuring that parents receive positive and constructive comments about their children's work and behaviour, verbally, in writing, or on the telephone.
- Involving parents (at class teacher's discretion) at an early stage when disciplinary problems arise.
- Watching out for children who are behaving out of character.
- Looking for signs of distress.
- Through talking and listening to children, suspected occurrences of non-accidental injury or child abuse can be identified and reported to the Designated Safeguarding Lead (DSL) for further investigation.

3.2 All Staff

All staff have a responsibility for behaviour and discipline both in and out of the classroom at Bradway Primary School. Good communication and consistency across the staff team is essential for good discipline and any significant incidents of good or poor behaviour should be reported to the appropriate staff member as soon as possible. Detentions are taken by a member of the SLT during lunchtime on Mondays, Wednesdays and Fridays for those children who have received more serious sanctions in class or around the school. Assemblies are used to reinforce the behaviour policy and the values which underpin it.

Staff should aim for:

- A calm but firm non-confrontational approach
- Clarity and consistency
- A positive approach that expects pupils to behave well and rewards them appropriately and frequently when they choose to do so.
- To maintain a respectful attitude to children at all times.

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All staff can award commendation gold star stickers if they catch children behaving well and can recommend to the teacher that a pupil should receive a team point or a Dojo.

3.3 Lunchtime Supervisors

Lunchtime Supervisors have the same powers of reward and sanctions as other members of staff. Good behaviour may be rewarded with commendation stickers while incidents involving poor behaviour at lunchtime may be noted in an incident book by the Senior Supervisor and will be dealt with as far as possible before the resumption of lessons.

If incidents are more serious (for example if a child does not follow instructions or is rude and disrespectful), then lunchtime supervisors will make a note of the behaviour in an incident book. If a child's name is in the incident book three times in a half term, s/he will be given a detention by the Senior Supervisor or in KS1 this behaviour would be communicated to parents. Teaching staff should be informed of any consequences arising from behaviour at lunchtime such as commendation stickers, warnings or detentions so as to be able to reinforce or follow up any action taken.

Lunchtime Supervisors monitor the use of outdoor and indoor play equipment at lunchtime and, where appropriate, initiate playground games with the children.

3.4 Children as Young Leaders

The aim of the Young Leaders is to train Y6 pupils to organise and run lunchtime activities for other children in school. This provides opportunities for children to take part in constructive activities at lunchtime. It is not seen as a replacement for adult intervention and support but as an alternative that some children may find easier to relate to and use.

This scheme operates in the infants and juniors using pupils from Year 6 as young leaders.

4 THE PROCEDURES BEHIND A SUCCESSFUL BEHAVIOUR POLICY

4.1 Class Rewards

Rewards are a very powerful tool for teachers to use and are central to the success of any behaviour policy. At Bradway Primary School we believe that some children misbehave because of low self-esteem and that all children benefit from positive recognition and praise thus rewards are a way of preventing the need for sanctions. Rewards can be given for any action that deserves recognition such as good manners in the dining hall, polite behaviour, sporting achievement, effort in class work, using BLP powers or capacities, or kindness to others. The general practice of classroom and school management involves many rewards being given to children on a daily basis. These may include:

- Non verbal reinforcement such as an encouraging smile.
- Being put forward as 'star learner' of the week with a postcard home and special mention in Monday assembly.
- Written praise including comments in children's books, reading records and notes home to parents.
- Golden time (when 500 points achieved with class dojos)
- Verbal praise either on a one-to-one basis, or in front of a larger audience such as the class or an assembly.

- A visit to a more senior member of staff for commendation, e.g. a written comment or a sticker or a prize.
- A visit to the Headteacher for inclusion on the 'Wonderful Work board' and a certificate.
- A phone call home.
- Ticks, stickers and stamps;
- Team Points (infants only): (see appendix 3)
- Class Dojos/avatars (juniors only)
- Building Learning Power awards for demonstrating the application of learning capacities
- Whole class rewards such as 'dragons tears' in a jar which can result in choosing time.
- Photographic displays of star pupils or of pupils following the class/school rules.
- Star mats in assembly

4.2 School Rewards for reading

In the Headteacher's office there will be treasure chests with rewards for pupils who have completed their reading records.

4.3 Sanctions (see also Appendices 1 and 2)

Juniors

If a Junior child displays unacceptable behaviour in or out of class (see appendices 1 and 2 for examples), the following steps are consistently taken;

Step one. The child is given a verbal or non-verbal warning and their name is noted.

Step two. A yellow card is given.

Step three. A red card is given. This constitutes a **detention**, the length of which can be determined by the member of staff. The detention slip is filled out by the class teacher and the child is sent with an appropriate task to the member of SLT running the next detention session (Monday, Wednesday, Friday). Whenever possible the punishment should reflect the poor behaviour for which it was given. Appropriate tasks could include letters of apology, the writing out of the rule that has been broken or the finishing of work. A record is kept of all detentions given.

If 3 detentions are received by the same child in one half term the child's parents will be contacted and a meeting arranged to discuss their behaviour. The following procedures may be implemented if the inappropriate behaviour continues after this meeting, as well as further detentions as necessary.

The sequence of sanctions is as follows with increasing severity as one goes down the page:

Detention



If there are three detentions in a half term, arrange meeting with child's parents to discuss behaviour. Behaviour Plan and/or Daily Report



Internal exclusion (at Bradway)



Internal exclusion (If Year 6 going to Meadowhead in Y7 consider internal exclusion at Meadowhead)



Fixed Term exclusion



Permanent Exclusion

Infants

Communication with infant parent and carers naturally tends to be more frequent and in the case of more serious infant misbehaviour or concerning patterns of behaviour, parents are informed in person or by telephone as soon as possible after the event. Although infants do not have detentions they can miss part of playtime or lunchtime as a sanction for poor behaviour.

4.4 Serious unacceptable behaviour

There are some behaviours that are not tolerated in school and examples of these are given in **Appendices 1 and 2**

In such cases a detention would usually be given without recourse to the usual system of warnings. In extreme cases the Headteacher could exclude pupils for a fixed period of time, either internally or by using a fixed term exclusion. Children with more serious behaviour problems which it is considered may lead to fixed term or even permanent exclusion, will have

a **good behaviour plan**. The plan is shared with parents and its implementation is likely to be most effective when supported by parents and carers and carried out at school and at home. A **daily report** may also be used either in conjunction with a good behaviour plan or on its own.

In the event of a fixed term exclusion the Parent/Carer and the child is invited to a meeting with the Headteacher and the class teacher, before the child returns to school. Ideally this meeting should take place on the day that the child returns to school. At this meeting the child's readmission will be discussed. The aim will be for the child to return to normal school life as swiftly and naturally as possible. Where a child's behaviour is causing such concern to the school that it is possible that a permanent exclusion may have to be considered, a meeting of the Governors Pastoral Sub-Committee will be convened to discuss the child's needs and difficulties.

4.5 Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. It should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up-to-date. It should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect. If used, it must be recorded in the school's incident recording system. If restraint is used, parents/carers need to be contacted before the child arrives home

Staff receive up-to-date behaviour management training as required; in addition we have a number of accredited Team Teach tutors on the staff. These staff are chosen based on their role in school and also on where in school they work. Thus we have a Team Teach trained member of staff on duty at lunchtimes and also a Team Teach trained member of staff in the Infants and in the Juniors. These staff are available for advice and also to intervene if restraint is required. However we believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

4.6 Photographic evidence

If a child's behaviour is putting their own or other people's safety at risk, and if there are sufficient staff to safely do so, photographs may be used to record the incident. As well as providing evidence, the action of taking a photograph has the potential to act as a deterrent and can calm the individual down. Any photographs will only be used in relation to the incident involved and not for any other purpose and will be shared only with the child's parents and carers. This will occur as soon as practicable and photographs will be deleted from the school system as soon as this has occurred.

4.7 Bullying / Peer Abuse (including Cyber-bullying)

Further guidance is available in the school's Anti-Bullying Policy and E-Safety Policy

4.8 The role of Governors

Governors regularly review behaviour, either by questioning the school's policy and practice, or as part of a focus learning walk whereby governors visit classes and observe lessons and playtimes. Data about behavioural incidents, including trends over time, are included in the termly '*Headteacher's report to Governors*'.

Glossary

BLP (Building Learning Power)

An approach aimed at improving learning habits among children, such as resilience, reflection, resourcefulness and reciprocity or team work.

Daily Report:

A child on Daily Report must have a weekly chart filled in by his/her class teacher or other adults working with him/her after each lesson. Any positive behaviour or any concerns about behaviour are noted on the chart and the chart is frequently discussed with the child. Daily reports can also be used to inform parents about a child's behaviour. Daily report is not normally used for more than two to three weeks.

Detention:

A detention is a sanction that involves a child spending part of their lunchtime break in a designated area with a member of staff. Detentions can last between 10 minutes and 60 minutes

Dojo

An electronic reward point used as part of the Junior reward system

Good behaviour Plan

This is a plan, which is ideally co-constructed by school and parents, in which the actions necessary for improved behaviour are laid out. The plan is reviewed regularly with parents involved in the process at all stages

Learning for Life:

A regular time during which the children in a class or a group gather to discuss class issues, work through common problems, get to know each other and play games as part of the school's Personal, Social and Health Education programme. (PSHE)
The L4L sessions also help children and young people develop fully as individuals and as members of families, societies and communities and to help guide them to become good citizens. Within learning for life sessions we cover the school's own values as well as 'British Values'.

Young Leader

A child in Year 5 or 6 who is trained to organise activities and games for younger pupils during the lunch hour.

Appendix 1

Examples of unacceptable behaviours (their seriousness depending on the intensity, frequency and duration of these behaviours.)

- Not following or ignoring instructions
- Blaming someone else for something done by self
- Shouting out without putting hand up
- Irritating and distracting neighbouring children by talking or behaving inappropriately, or by touching them.
- Talking when the teacher or another child is talking to the class
- Not sharing classroom resources.
- `Borrowing' other children's equipment without permission.
- Putting other children down by comments, laughter or `looks'

Appendix 2

Examples of behaviours that on their own would be considered serious offences and that will not be tolerated in school

- Rude or offensive behaviour to staff such as arguing with instructions, muttering under the breath, laughing when being told off, answering back or walking away from a reprimand.
- Discriminatory behaviour because of race, disability, sexual orientation, gender or religious beliefs.
- Not following adult instructions, particularly in situations where a child's safety is at risk.
- Unprovoked physical violence of any kind including spitting at another person.
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralised.
- Rude or offensive language.
- Discriminatory behaviour.
- Leaving a classroom or the premises without permission.
- Vandalism of school property and buildings.
- Theft (if proved)

Appendix 3

Team Points and Dojos

The team point names for the infants are diamond (yellow), ruby (red) sapphire (blue), emerald (green).

Each team will have a dragon mascot puppet which will sit in the hall. These mascots will be used on sports days or when team captains want to rally their team. Also in the hall there will be four large team point collection containers. These will be used as follows:

In the infants: Pupils will get their team points and will also get tokens (counters) which they will place in their team's class container (these have been specially made and look like test tubes in a rack.) Each week on a Friday they will empty their small class team point containers into the larger hall class team point containers.

As time goes on the containers will of course fill up with counters and the winning team will be the one with the highest level of counters each half term. Any member of staff can give out stickers for effort and can recommend team points but the class teachers make the final decision about who gets them.

In the juniors; Pupils will receive class dojos instead of Team Points. These will contribute towards class based rewards.

Research, including that around AfL shows that we need to be careful with any reward system so it needs to be clear that rewards are given out for trying hard and doing your best as well as for practicing the four R's of Building Learning Power which are:

The four R's – Resilience, Resourcefulness, Reflectiveness, Reciprocity

Appendix 4

BLP (Building Learning Power)

Within his Building Learning Power framework Guy Claxton proposes a list of 17 learning capacities grouped into four clusters called **resilience, resourcefulness, reciprocity and reflection**.

Resilience covers the emotional and attentional aspects of learning, and includes perseverance, absorption (or flow), concentration (or managing distraction) and perceptiveness (or attentive noticing).

Resourcefulness focuses on the cognitive aspects of learning, including questioning, connecting (making links), imagining, reasoning, and capitalising (making smart use of resources).

Reciprocity covers the social dimension of learning, and includes interdependence (balancing social and solitary learning), collaboration, listening and empathy, and imitation (receptivity to others' learning strengths)

Reflection covers the aspects of learning that are to do with strategic management and self-awareness. They include planning, self-evaluating (revising), looking for further application (distilling) and fluency in the languages of learning (meta learning).