



**Policy – Positive behaviour**

**Date – September 2017**

**Review Date – September 2020**

**Based on –**

**Signed by the Headteacher**

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**Name** \_\_\_\_\_

**Signed on behalf of Governors**

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**Name** \_\_\_\_\_

## **Burley and Woodhead School vision and aims**

As a Church of England school, we are committed to preparing our children for their journey into the 21<sup>st</sup> century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring, safe and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborative me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

At Burley and Woodhead CE Primary School, we are committed to safeguarding and promoting the well-being of all children and adults. We expect everyone in our community to share this commitment.

**All of our policies are underpinned by our school vision and aims.**

### **Aims**

- We are committed to promoting a school in which all children and adults are able to work to the best of their abilities in an atmosphere of care, support and safety.
- We will endeavour, by example and through the provision of appropriate opportunities and experiences, to help our children learn the meaning of respect for oneself and for others.
- We will strive to ensure our children achieve a high standard of self-motivated behaviour that will prepare them for a responsible adult role in society.
- We aim to ensure children take responsibility for their own behaviour.

### **Our expectations**

We expect **adults and children** in our school to:

- show respect for each other
- be polite and courteous at all times
- act without verbal or physical aggression
- understand the value of, and show respect for, personal property, the school and grounds be prepared to co-operate in all aspects of school life
- share resources and equipment effectively
- take responsibility for their own safety and the safety of others

**Positive Behaviour policy – September 2017**

## Our rights and responsibilities

We all have the following rights and responsibilities at Burley and Woodhead Primary

<b>Our right</b>	<b>Comes with this responsibility</b>
To be safe and secure	To not threaten the safety and security of others
To be respected	To be respectful of others
To be cared for	To care for others
To be in a clean, safe environment	To look after the school grounds and building To move around the school in a safe manner
To be heard	To listen to others in a kind manner
To be valued for what we offer	To value the contribution of everyone in school
To be acknowledged for good work, behaviour choices	To make good choices, exhibit good behaviours and try hard
To have our own beliefs and opinions	To tolerate the beliefs and opinions of others, even if they are different from our own
To develop independence and self-discipline	To use opportunities to be independent and self-disciplined in a sensible way

### Making the rules effective

We can help children achieve the high standards of personal and group behaviour embodied in the rules by:

- setting a good example
- regularly reinforcing the rules and displaying them in the classroom
- being positive in our encouragement of children
- showing our disappointment when standards are not met
- having an efficient organisation and structure that supports high standards of behaviour

### Growth Mindset approach

Children love praise. They especially love praise about their intelligence and talent. It really gives them a boost and a special feeling... but often only for a short time. The minute they hit a problem, their confidence can be destroyed and motivation hits rock bottom. If success means they are clever, then failure can mean they are not.

Pupils often worry about failure in school and feel doing poorly in one piece of work means they simply cannot and will never be able to do something. The message to them is that they may not be able to do it YET.

As a staff, we aim to stay away from certain kinds of praise that only focuses on intelligence and talent rather than effort.

#### Praise which encourages a growth mindset

It really shows when you work hard at your writing/football/painting.

The effort you put in makes us so proud.

You tried so hard – I can see that.

That was a struggle for you and you kept going – well done.

Let's look at those mistakes – they're a real

#### Praise which encourages a fixed mindset

You're a great writer/footballer/artist.

We are so proud that you got X marks.

I'm not sure it was worth all that effort.

That took you ages.

What a shame you only got 15/20.

chance to learn.

You did that so easily – maybe it wasn't enough of a challenge.

You did that so easily – how clever you are.

You can't swim yet, but if you keep trying, you'll get there.

You're not a natural swimmer.

Your commitment and practice have paid off. You're really talented.

More information can be found in the Burley and Woodhead teaching and learning policy.

### **Organisation**

There are certain activities that can give rise to concern. Clear, agreed systems are required to encourage positive behaviour:

### **Entering school after playtimes**

To ensure the children come into the cloakrooms safely and quietly, the following steps have been agreed and will take place at the end of morning playtime, the end of lunch playtime and the end of afternoon playtime when only key stage 1 play out.

1. The bell rings in school. Teachers go outside to meet their class.
2. The teacher on duty rings the bell outside and then the children stand quietly wherever they are in the playground. If they are on the field or trim trail they come onto the playground and then stand still.
3. Teacher on duty holds up a card to show order of classes to go into school.
4. Each class walks into school when they see their card.
5. Certain children may have different guidance – e.g. they may walk straight into school rather than lining up. This will be shared with staff during the weekly staff briefing.

### **Lunchtimes**

The Lunchtime Supervisors need to have the support of teaching staff to develop sensible behaviour both inside and outside at lunch time.

- The following are systems have been developed to encourage successful lunchtimes:
- The Senior Supervisor rings the internal bell at 12.00
- Key Stage 1 wash hands and line up quietly in classroom to wait for a supervisor
- Key Stage 2 go out to play

Sitting Times: Reception 11.50

Key Stage 1 12.00

Years 3 and 4 12.20

Years 5 and 6 12.30

Supervisors will ring the bell at the appropriate time and supervise hand-washing.

End of lunchtime is signalled by Bell Monitors ringing internal and hand bells.

At all times children should be encouraged to wait quietly

- Good manners are to be constantly reinforced
- Children who have finished their meal should leave quietly and vacate the cloakrooms as soon as possible
- Older children are encouraged to engage younger children in playground games
- Playground toys are available on a rota system, monitored by the School Council
- Lunchtime Supervisors will inform teachers and/or the Headteacher of any behaviour problems during the lunch break.

### **Moving around school**

The children are to move around school quietly and safely, walking at all times. They follow Burley and Woodhead GOLD rules: Give way, Only walk, Look and listen, Don't talk.

### **Cloakroom areas**

These should be kept tidy, particularly keeping the floor clear of pumps, shoes and bags. It should be stressed that these areas are not for playing in.

### **Rewards and Sanctions**

We believe it is important to reward good behaviour and learning as well as use sanctions, where necessary, to modify poor behaviour choices. When deciding on any action to be taken, we strongly believe that each situation should be treated as unique. We feel that the professional judgement of the member of staff and their knowledge of, and relationships with, the children will indicate the appropriate steps.

### **Rewards**

It should be recognised that different rewards suit different children and that fairness is important. It is also important to consider if it is behaviour or good work that is being rewarded.

Rewarding behaviour:

- a look or gesture
- verbal praise
- send to other staff
- inform parents (eg. through reading record/homework book)
- “publish” good behaviour choices
- rewarding good work: displaying work
- showing work to the class
- send work home to show parents
- self-evaluation (child recognising personal achievement)
- “looking back” – seeing improvement over time
- written comments on work
- general rewards: House Points / Certificates / House Cup
- applauding
- free choice of activities
- Star of the week and Headteacher’s Tea Party
- whole class rewards: extra playtime
- games
- “special occasion” sweets

To foster a pride in the school every week we hold a Celebration assembly to highlight school events and achievements.

### **Sanctions**

Any sanction taken should be appropriate to the age and needs of the child and/or class and the incident that occurred. It should be borne in mind that one child’s punishment may be another child’s reward!

### **Behaviour reporting**

Any incidents of unacceptable behaviour are recorded on SIMS by class teachers and teaching assistants. The SLT analyse the behaviour database on a half termly basis to spot any patterns of behaviour. The database will be analysed more frequently if it is evident that has been an increase in unacceptable behaviour.

The whole school follows the behaviour flow chart below. Copies are posted around school and in the staff room.

Burley and Woodhead C of E Primary—Behaviour Flow Chart



Warning

Name on board

Lose 5 minutes playtime or golden time

Lose all playtime/15 minutes of lunch

Move to Partner Class

Sent to SLT

Sent to Headteacher/meeting with parents

Internal Exclusion

Exclusion—fixed term

### **Exceptions to the whole school behaviour flow chart**

Following discussion with the class teacher, SENDCo and parents, there may be some children who we feel need alternative sanctions to the whole school behaviour chart. In these instances, class teachers will meet with parents and agree a suitable sanction flow chart for the child. This will be reviewed by the SENDCo and Senior Leadership Team on a regular basis.

### **Care and Control**

At times, it may be necessary to use force on a child. The circumstances in which force might be used are based on the government guidance "Use of Reasonable Force" (July 2013) and are set out in the school's care and control policy.

### **Online safety**

The school records any incidents of online bullying or behaviour which goes against the acceptable use of ICT policy that children have agreed with. Sanctions are given for infringements of the acceptable use policy which are identified in that policy.

### **The role of the Headteacher**

- The Head should be kept fully informed about any child who causes concern about his/her behaviour. Only as a last resort should the child be referred to the Headteacher for disciplinary action except in exceptional circumstances when the severity of the incident warrants the Headteacher's involvement eg: biting/stealing.
- It is likely that an incident of this nature reported to the Head will involve immediate communication with parents informing them of the incident and any action taken. Parents will be requested to reinforce the action taken by school.
- The Head will be available at any time to give support and advice to teachers or parents about a child experiencing behaviour difficulties.

### **Parental Involvement**

- We will clearly express our pleasure in a child's high standards of behaviour to parents, particularly where a child has previously experienced some difficulty.
- If we have concerns about a child's behaviour, we will inform parents and enlist their support in helping the child overcome his/her difficulty. We will keep them fully informed about the steps taken in school and provide regular reports on progress.
- *Parents will not normally be informed of occasional minor incidents of bad behaviour. We take a "clean slate" approach and once the matter has been resolved, we encourage everyone to move on, allowing the child to have a fresh start each day.*
- We will try to ensure that parents feel able to openly discuss their concerns and that a partnership can develop where regular meetings and joint reward systems can be devised as and when appropriate.

### **Pupils' conduct outside the school gates – teachers' powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 15 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is: taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

