

Positive Behaviour Policy 2017

1. Introduction:

Diocese of Ely Multi Academy Trust Policy Statement

This policy underpins every aspect of school life in all Diocese of Ely Multi Academy Trust (DEMAT) schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

Policy Principles for DEMAT and Bury CE Primary School

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour.

Children have a need to discover where the natural boundaries of acceptable behaviour lie. It is natural for them to test these boundaries to confirm their location and, in some cases, for the excitement of the challenge. The proper answer to such testing is to confirm the existence of the boundaries, and to do so firmly, unequivocally and at once." Elton Report.

We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of Bury CE Primary School to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others: *Reducing bad behaviour is a realistic aim. Eliminating it completely is not.*

It is vital that good relationships exist between all staff members, including DEMAT officers, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year, the Headteacher discusses and explains the meaning of the school rules with the whole school, involving the School Council. Any agreed changes are then made. Each class teacher also agrees a classroom code for their class, which is displayed on the classroom wall, alongside the school rules.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such. At Bury CE Primary School, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour
- work of a good standard (relative to the child)
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, consideration to others
- following school and class rules
- anything which is noteworthy

The implementation of this policy is the responsibility of all staff.

2. School Ethos

The school staff, governors and parents work together to create a caring and friendly atmosphere. This eases the child's move from home to school, making it a happy and positive experience. We believe that the active participation of parents and members of the community is vital to the life and work of the school.

3. Aims of the school

The broad aims of the school are:

- to enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- to foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- to provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- to foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- to enrich experiences within the variety of cultural, linguistic and social backgrounds within our school and its neighbouring community
- to foster good manners, self-discipline and awareness of the needs of others

These are summarised in the poster that is on display around the school – see appendix A

4. Aims for the Policy

- To be consistent and fair and to make it clear to everyone in school regardless of sex, creed and ability.
- To teach the children what is acceptable social behaviour and to teach them the necessary life skills
- Emphasise and reward positive behaviour whilst dealing with inappropriate behaviour.

5. Aims for the children

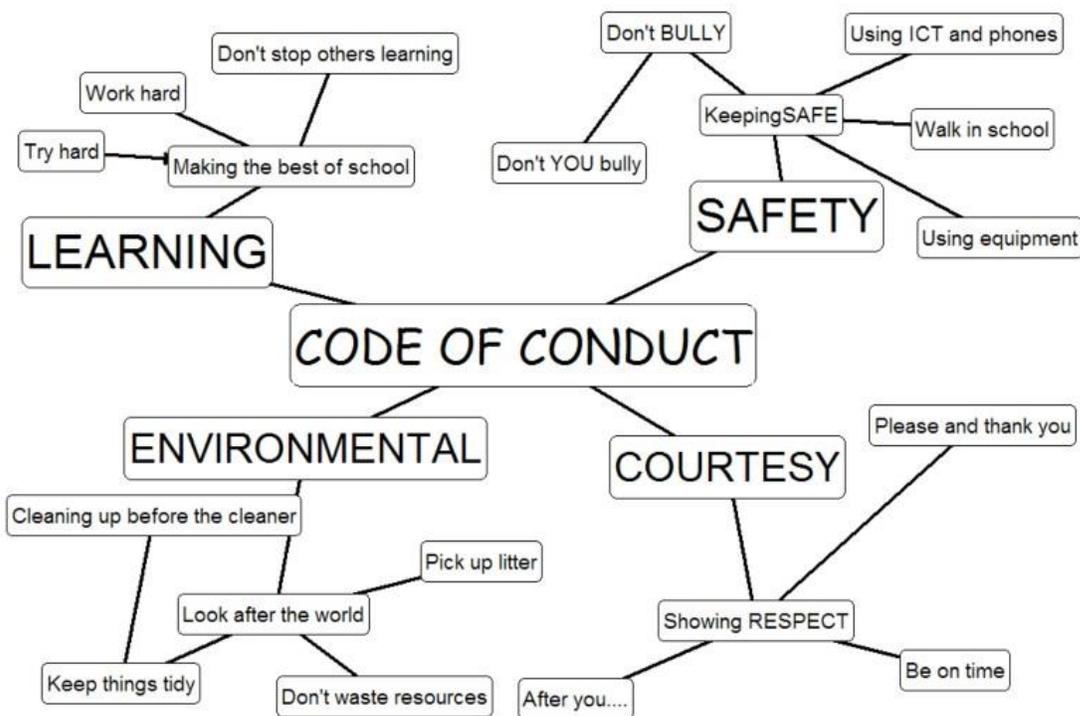
- To value and appreciate one another irrespective of age, gender, creed or ability
- To be courteous and polite at all times
- To work co-operatively
- To listen to each other
- To foster a caring attitude for the school environment, including the buildings, inside and outside areas, equipment and personal effects
- To develop a strong feeling of self worth

6. Whole School Rules

Discipline is basically leading, guiding, encouraging and reminding children to be responsible for their own behaviour, and how theirs may affect others. Disruptive behaviour prevents effective teaching, effective learning and causes distress. Children are learning to accept responsibility for their choice of behaviour and must in turn appreciate the consequences arising from those choices.

The consequences do not have to be punitive but they have to occur **every single time** a known rule is broken This could range from a verbal warning for the first time, through time-outs, head teacher's involvement, parent being made aware, to suspension and exclusion in cases of repeated disruptive and extreme negative behaviour.

In Bury School there a Code of Conduct that explores broad rules. This has been developed with children



These rules are displayed in different ways around the school so that both children and adults can understand the expectations that we have. They are taught thematically, formally and informally in each class and in some school assemblies. They are displayed in key communal areas. Examples of rules and routines are discussed and demonstrated in a class situation, a key stage and a whole school setting. The children are encouraged to discuss the rules with each other. It is ensured that pupils understand the rules through discussion and questioning. When they comply with the rules praise is frequently given.

Subject to the school's behaviour policy, the teacher may discipline a child for: any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school

- wearing school uniform
- in some other way identifiable as a pupil at the school
- could adversely affect the reputation of the school.

7. Class Rules

At the beginning of each school year individual class teachers discuss with pupils what rules they wish for their class in order to provide a happy working environment. Once agreed, these are displayed in each class and reviewed, and changed if necessary, each term.

8. Playground rules

Playtimes are times for pupils to play and interact in a happy, safe environment. If a child is hurt or upset they are encouraged to tell the teacher on duty who will deal with the problem. Playtime rules are displayed in each classroom.

The rules are:

- play in the designated area
- if you are told to stop by another child you must stop and leave them alone. It means they don't like the game you are playing.
- ask the adult on duty if you need to leave the playground.
- do not fight or kick or pretend to fight or kick.
- do not lift or piggy back anyone.
- skipping ropes are for skipping games only.
- do not stand on the tables.
- trees and bushes are not to be climbed or used for swinging on.
- you must not bring your own playground games into school.
- only fruit and vegetables to be eaten at playtime
- no bottles outside.

At the end of playtime/lunchtime pupils are expected to follow this routine:

1. A whistle is blown one minute before the end and all children are expected to move onto the tarmac playground and put any toys/equipment away.
2. On the second whistle the children will stand still and then walk quietly into school when they are told to.

9. Lunch Hall rules

There are whole school rules for lunch hall and these should be displayed in the dining area. It is felt that lunchtimes are a social time where good manners and behaviour are expected. Members of staff reinforce these regularly.

The rules are:

- walk into the hall and find a table quietly.
- talk quietly to people at the same table.
- eat own food over own lunchbox.
- pick up any dropped food, put all rubbish back into lunchboxes.
- eat with knife and fork, unless it is finger food.
- scrape leftovers into the bin provided.
- ask permission to leave the table.
- not to be in the classroom without permission.

10. Expectations

To treat others would want to be treated to respect each other and give out best.

Further reference can be made to appendix 1.

11. How we promote good behaviour

- offer good role models
- show respect for children, speaking to them in a polite and reasonable way
- listen to pupils and encourage them to listen to each other
- offer encouragement
- sharing good work with other members of staff
- reward pupils with house points towards bronze, silver and gold awards which are presented in Friday Celebration Assembly.
- All staff aim to "catch people being good".

- Encourage pupils to share achievements from outside school at our Friday Celebration Assembly

In addition to these, teachers may use any of the following:

- giving stickers for good work, effort or behaviour
- praise examples of good work and behaviour
- celebrate achievements in assembly
- certificates, marble jars, etc
- a positive word with parents (after school or by phone)

12. Sanctions and Consequences

Lesson Time

Reducing bad behaviour is a realistic aim. Eliminating it completely is not.

When a pupil exhibits, anti-social behaviour the following sanctions will be followed:

1st warning: Name on board – speak to child before going out to play

2nd warning: Name underlined - five minutes lost of their playtime

3rd warning: Name underlined again – move to a different seat and lose 10 mins of playtime

4th warning: Name circled – sent to another class – lose 15 mins of playtime and sent to the reflection room.

If a child is sent to another class, parents will be informed by the class teacher.

This is for guidance; teachers will use their professional judgment.

Other times of the day

The following **Staged Responses** are in place.

	Actions	Consequences
1	Running indoors or where walking is expected Blasphemous swearing Non compliance to requests or instructions	First time a rule is broken: Verbal warning
2	Displaying a stage 1 behaviour for a second time Rough/ dangerous/ inappropriate play Disrupting games/ activities Name calling / teasing Lying Negative Attitude Answering back	Second time a rule is broken: - KS1 - 3 mins next to an adult KS2 - 5 mins next to an adult
3	Damaging to property or equipment (parents requested for cost of equipment) Swearing / Offensive gestures Deliberate humiliation Encouraging others to misbehave Hurting another child	15 mins 'time out' in the reflection room (reflection task) Parents informed by class teacher
4	Persistent Stage 3 behaviour	SLT to implement an individual behaviour strategies. Parents informed by SLT.
5	If stages 1-4, does not result in an improvement then Stage 5 consequences will be followed.	Fixed Term Exclusion / Internal seclusion Parents contacted immediately to remove child from school if appropriate. Headteacher and class teacher to meet with parents.

Other possible responses

Apologise - verbal / letter

Confiscation of belongings as appropriate

Home at lunch times

Daily report card

Restrict / Deny participation in a voluntary / optional activity

This list is for guidance; staff will use their professional judgement.

Guidelines for Implementing the Staged Response

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- provide an opportunity for a child to discuss/explain their action,
- record the more serious incidents of inappropriate and disruptive behaviour.

13. Exclusion

Many factors will be taken into account when dealing with a possible exclusion and consequences will be appropriate to the offence, each incident being examined individually in light of school expectations, policies and also criminal law. Such factors are:-

- the age and state of health of the pupil;
- the pupil's previous record at the school;
- any particular circumstances unique to the pupil which might sensibly be taken into account in connection with the behaviour;
- the extent to which parental, peer or other pressure may have contributed to the behaviour;
- the degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring; - whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils; - whether or not the behaviour occurred on school premises, if in the charge of staff or on the way to or from the school;
- the degree to which the behaviour was a violation of one or more rules contained in the school's *Positive Behaviour Policy* and the relative importance of the rule;
- whether the incident was perpetrated by the pupil on his or her own or as part of a group;
- whether consideration has been given to seeking the support of other agencies, such as the education welfare service or educational psychology service.

Proper consideration will be given to the possibility that a pupil's behaviour may be an emerging sign of an emotional and behavioural difficulty giving rise to a special educational need.

14. Equal Opportunities

At Bury School we have an equal opportunities policy in which we state our intention to ensure that everyone is offered equal opportunities. We believe it is our duty to promote equal opportunities regardless of gender, racial or cultural differences or differences arising from special educational needs. Within our curriculum policies we bear in mind the following objectives:

- to ensure high quality education for all pupils in each curriculum area
- to support the development of personal and cultural identity
- to prepare the children for full participation in society

These objectives underpin the school's approach to all aspects of its delivery of the curriculum.

15. Self-esteem

It is hoped that pupils' self-esteem will be enhanced by following a positive behaviour policy, by recognising acts of consideration, older pupils caring for younger ones, teaching time devoted to issues of mutual respect and good behaviour brought to parents' attention.

Strategies for promoting self-esteem :

- planned use of PSHCE Scheme of Work
- circle time, class discussion that promotes children's self-esteem and confidence
- games which encourage taking turns
- games which encourage speaking and listening
- talking about strengths to individual children
- offering praise wherever possible
- allowing time for children to express themselves and talk about feelings
- encourage children to support each other and be willing to help others in difficulty
- avoid situations where failure is inevitable
- encourage children to take responsibility
- equip children with strategies to enable them to deal with situations they feel uncomfortable with
- help children to modify their own behaviour to prevent difficult situations occurring
- be fair and consistent
- work closely with parents, carers and other people at home

16. Support for Staff

Support services

EWO – Educational Welfare Officer becomes involved with children who are not attending regularly

Specialist Teaching Team becomes involved when contacted by the Special Educational Needs Coordinator (SENCO). Involvement can be either advice to class teachers, assistance in creating Individual Education Plans or contact with the child. Parents' consent will be sought prior to any of this taking part and they will be kept fully informed.

Educational Psychologist will become involved when contacted by the Headteacher or SENCO and will be asked for advice and help in setting up a behaviour plan or assessing a child.

17. Arrangements for Review

This policy will be reviewed annually in order to incorporate any changes in legislation or school practice.

Policy Approved at meeting of Local Governing Body on: 24th April 2018

APPENDIX 1

Expectations of Everyone

- that we are able to set a positive personal example and give of our best in work and behaviour;
- whilst being aware of cultural differences: greet and be greeted; speak and be spoken to; smile and make eye contact;
- that we give and receive respect;
- that we treat others and are ourselves treated with courtesy and consideration;
- that we will not tolerate harassment and bullying (persistent, purposeful hurt) in all its forms;
- that we praise positive actions (at every opportunity);
- that we take pride in our place of work that we regard others' property highly;
- that we are reasonable in our expectations of others.

Expectations of Adults

- that they set high standards of speech and manner;
- that they apply rules with fairness and consistency;
- that they apologise when appropriate;
- that they take the initiative in fostering relationships;
- that they avoid humiliation, sarcasm and shouting;
- that they avoid over-reaction to inappropriate behaviour;
- that they take responsibility for children's behaviour in any school context;
- that they deal with all misbehaviour (knowing that to ignore it is to condone it);
- that they refute stereotypical responses to inappropriate behaviour (e.g. "boys will be boys", "its part of growing up");
- that they seek support when necessary;
- that they are alert to signs of pupil distress - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance - symptomatic of bullying and harassment or other problems.

Expectations of Children

- that they accept the responsibilities - appropriate to their maturation - placed upon them;
- that they keep to the rules established for both safety and effective learning;
- that they exercise patience and take their proper turn;
- that they accept choices have to be made to modify their behaviour;
- that they will recognise that some children may have particular difficulties which require action different from the norm.

of Staff in the Classroom

- that they create and sustain a positive, supportive and secure place of work;
- that they motivate and challenge all pupils and give clear instructions and guidance;
- that learning experiences are shared and dialogue, where appropriate, is encouraged;
- that they maintain a high standard of order, organisation, presentation and care of surroundings and equipment;
- that they teach in tidiness and encourage tidiness;
- that they communicate the purpose of activities and tasks;
- that the conduct of children is maintained;
- that humour, calm, consistency, firmness and the ability to listen are evident and obvious;
- that they are present before children enter and that the work place is supervised all the while pupils are present;
- that they fully recognise the effect their own personality and predominant style of working and learning has on the individual.

